



Early Steps Sample Pages

Early Steps is our framework for pupils in Early Years working below age expectations. The framework uses the latest Development Matters guidance. The framework splits Birth to 3 years into smaller levels to show progress for pupils with SEND.



BSquared 



Connecting Steps

Connecting Steps is our market-leading pupil-tracking software that makes showing progress for all pupils easy.

‘B Squared has really made a difference in our school - it has been a great system for tracking the progress of our SEND pupils ’

Carolyn Sykes, Assistant Head Teacher, Ferndale Primary School

Connecting Steps is widely recommended by advisors and local authorities and receives great feedback from inspectors.

‘B Squared is an excellent resource for our school. It enables us to track the small steps of progress our learners make. ’

Jamie Wright, Deputy Headteacher, Acorn School

Connecting Steps is the robust assessment package that is trusted in over 3000 schools worldwide. The assessment software has been designed to make assessment and tracking progress easier. The cloud-based software is designed to save teachers time by providing teachers with feedback that can then be used in their planning, report-writing and for other documents. Connecting Steps also supports meaningful communication with parents by giving clear information about progress and attainment.

To find out how Connecting Steps can make a difference in your school go to the website below to arrange a free online meeting. We can show you how Connecting Steps works, what frameworks are right for you and the benefits to your school.

www.connectingsteps.com/meetings

Our Assessment Software

Levels of Achievement

Within Connecting Steps are different levels of achievements. Teachers can record more than just achieved or not achieved. Each school can choose how many of these they wish to use and turn off the ones they don't want. This will depend on the type of school, type of pupils and the levels of attainment the pupils are working at.



Non-linear Progress

Schools need to assess a wider range of development, they need to show progress in a non-linear way and they need more flexibility to suit the development and individual progress for pupils with SEND. Connecting Steps features a number of reports for showing non-linear progress so schools are not left being unable to report the progress pupils with SEND make.

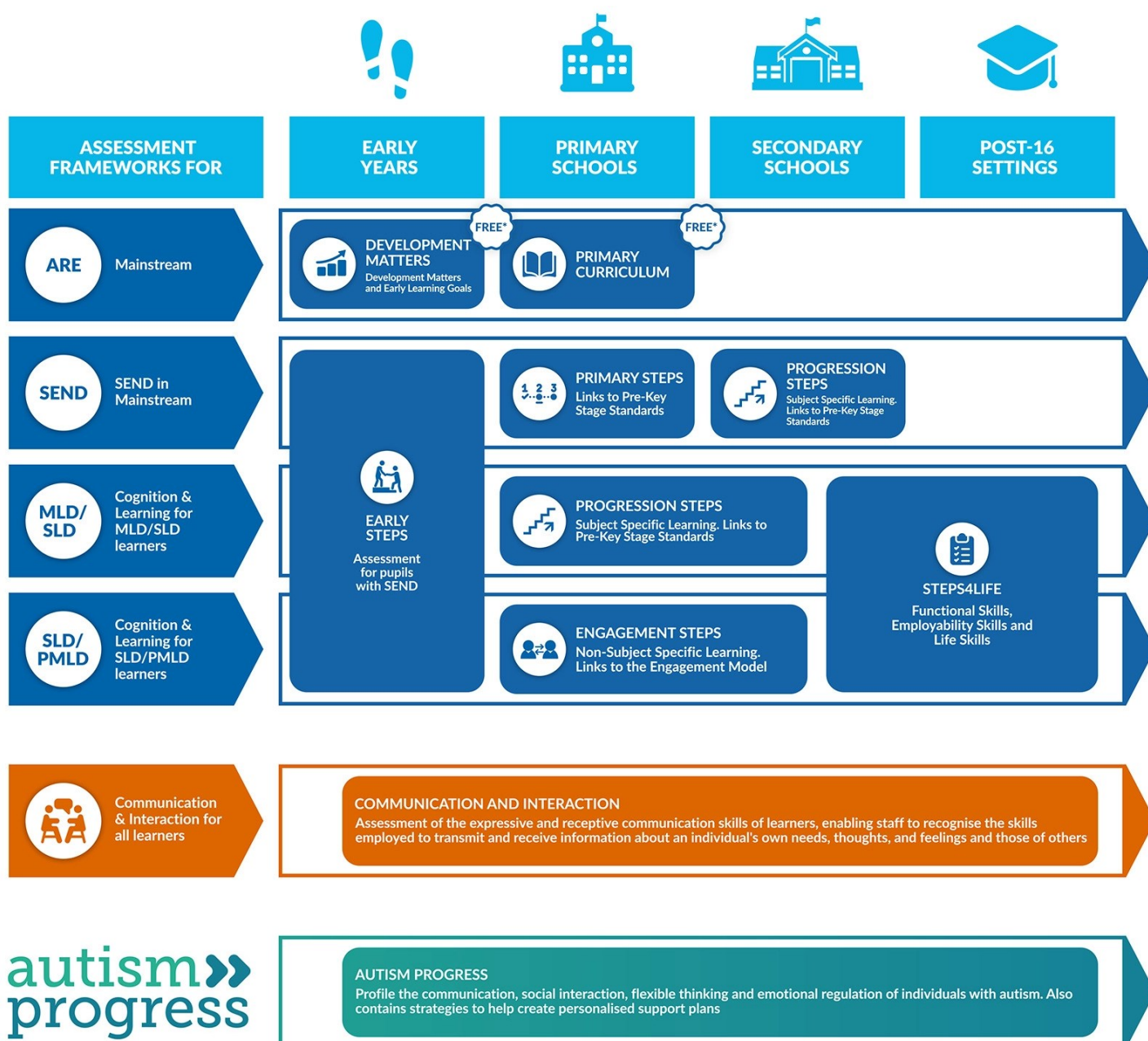
Simple Reporting

Teachers can instantly produce a range of reports designed to be shared with parents or professionals. The information is displayed clearly and simply to help increase parental engagement. The Connecting Steps Analysis Module allows leaders to build graphs for different cohorts in a few clicks. Tailored for each curriculum, the graphs are designed to present information clearly and concisely.

Our Assessment Frameworks

Frameworks

We have developed a range of frameworks to suit a wide range of abilities and ages. The image below gives you an overview of all our different frameworks and help you to identify which frameworks will apply to your setting.



*Requires Connecting Steps subscription

Our Assessment Frameworks

B SQUARED STANDARD SCORE	STATUTORY FRAMEWORKS		B SQUARED ASSESSMENT FRAMEWORKS							
	P Levels and NC Levels	Pre-Key Stage Standards	Early Steps (2022)	Engagement Steps	Progression Steps & Preparing for Adulthood	Primary Steps	Steps 4 Life	Autism Progress	Broad Areas of Need	
15 - 15.5	NC 7				Progression Step 10				Level 16 (13–15 yrs)	
14 - 15										
13 - 14	NC 6				Progression Step 9	Greater Depth & Breadth		Level 2	Level 17	
12 - 13										
11 - 12	NC 5								Level 16	
10 - 11										
9 - 10	NC 4				Progression Step 8	Year 6	Year 5	Level 1	Level 15	
8 - 9										
7 - 8	NC 3				Progression Step 7	Year 4	Year 3	Entry 3	Level 14	
6 - 7										
5 - 6	NC 2	NC 2a			Progression Step 6	Year 2	Year 1	Entry 2	Level 13	
4 - 5										
3 - 4	NC 1	NC 1a			Progression Step 5				Level 12	
2 - 3										
1 - 2	NC 1b				Progression Step 4				Level 11	
0 - 1										
	NC 1c		Standard 4						Level 10	
									Level 9	
									Level 8	
									Level 7	
									Level 6	
									Level 5	
									Level 4	
									Level 3	
									Level 2	
									Level 1	



Our Assessment Frameworks

Early Steps

Our EYFS assessment covers the range from birth to the Exceeded Early Learning Goals (ELG) across all seven areas based on the Development Matters 2020 and Early Years Foundation Stage Framework 2021.

Primary Steps

Our Primary assessment breakdown structure is based on the 2014 National Curriculum. If you are looking at using B Squared assessment with both mainstream and SEN pupils in a Primary setting then the Primary Steps works well for you. It includes the End of Year Outcomes and the first 3 levels of our Progression Steps for pupils working below Year 1.

Core Subjects

English, Maths and Science

Plus Subjects

Citizenship, Computing, E-Safety, PE and PSHE

Foundation Subjects

Art & Design, DT, Geography, History, Languages, Music and Religious Education

Progression Steps

Progression Steps is our new formative assessment framework for pupils who are engaging with subject-specific learning. It will over time comprise books which reflect the four broad areas of need. This framework covers the ability range identified by the new pre-key stage standards.

Core Subjects

English, Maths and Science

Plus Subjects

Citizenship, Computing, E-Safety, PE and PSHE

Foundation Subjects

Art & Design, DT, Geography, History, Languages, Music and Religious Education

Performing Arts

Acting, Singing, Dancing and Stagecraft



Our Assessment Frameworks

Engagement Steps

Engagement Steps is our new formative assessment framework for pupils not yet engaged in subject-specific learning. It comprises four sections which reflect the four broad areas of need and includes the 5 aspects of engagement. This framework will help teachers to record the achievements of pupils who are working profoundly beneath age-related expectations and who are working on an informal curriculum.

Steps4Life

Steps4Life is our new framework for individuals with SEND who are working towards independent living. It is primarily designed to be used from Key Stage 4 onwards. Some individuals will be working towards independent living, with employment while others will be working towards semi-independent living and others will be in supported living. The Steps4Life covers a wide range of areas and a wide ability range, it includes 7 levels that are the equivalent of P1 to P8 which replace the old Milestones, Entry Levels 1, 2 and 3 and RFQ Level 1 and 2.

Academic Skills

English, Maths, PSHE and Digital Skills

Life Skills

Food, Self-Care, Independence, Travel

Employability Skills

Identifying and Getting a Job, Your Rights, Workplace Routines and Skills

Preparing for Adulthood

We have created a small Preparing for Adulthood framework that covers the 4 PFA areas. It uses the same level structure as the Progression Steps, so goes from a developmental stage of around 18 months to around the developmental stage of a typical 15-year-old. It is not a big framework, it is not designed to be used on its own to support older learners. It has been created to be used alongside a subject based curriculum to the end of key stage 3. It works well with our Primary Steps or Progression Steps frameworks.



Our Assessment Frameworks

Autism Progress

We recognised a need for an assessment tool which could be used by all to assess the impact of a person's autism. Using autism descriptors already created by B Squared, the developers at Autism Progress have created a set of progressive levels in the following areas of autism:

Communication
Social Interaction
Flexibility of Thought
Emotional Regulation

Communication & Interaction

Our Communication and Interaction framework aims to give more structure around assessment and progress of a pupil's communication and interaction skills. The framework is designed to be used by Speech and Language Therapists and school staff to lead to a more collaborative approach. The framework is split into the following areas:

Spontaneous Verbal Communication (Spoken Language, Sign Language and Symbols)
Recorded Verbal Communication (Writing)
Non-verbal Communication
Using Technology to Communicate (AAC)

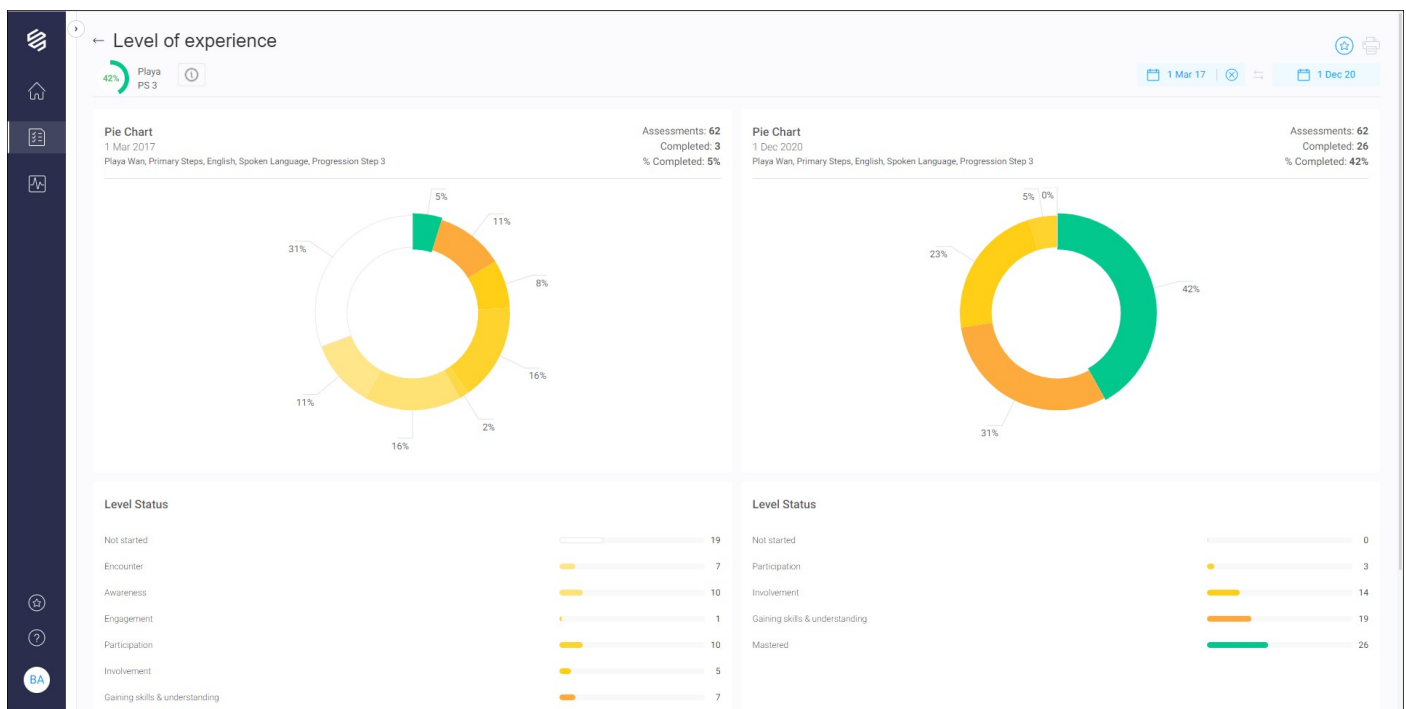
Primary Curriculum & Development Matters

To reduce workload and costs for schools, we are developing Connecting Steps to work for all pupils. We have created 2 new frameworks (Development Matters and Primary Curriculum) to allow Connecting Steps to be used in mainstream primary schools for all pupils. Schools can use the Development Matters and Primary Curriculum for pupils working at or near Age Related Expectations (ARE) and Early Steps and Primary Steps for pupils with SEND working below ARE.

Sample Pages

The samples over the next few pages are designed to give you an overview of
Early Steps

They show the different areas covered by this assessment framework and cover a range of ability levels.





20 Aug 2024 - Student Name - Communication & Language, Communication & Language - Level: 8 (2½–3 years) / Progress: 0%

Listening & Attention

- | | | |
|--|---|---|
| ☐ Accepts suggestions from peers | ☐ Listens in staff-led discussion | ☐ Recognises when something is wrong (calling a dog a cat) |
| ☐ Answers a simple question about the story giving a single word answer | ☐ Listens to a member of staff who is offering a choice | ☐ Remains quiet whilst a member of staff gives instruction |
| ☐ Asks a question about a narrative | ☐ Listens to short narratives which are of interest to them | ☐ Repeats short, simple, and repetitive rhymes |
| ☐ Completes a familiar phrase when a member of staff communicates part of it | ☐ Listens to talk with interest but becomes easily distracted | ☐ Responds to familiar people in one-to-one discussions about a range of familiar contexts |
| ☐ Completes simple actions that have been requested, e.g. stand up | ☐ Makes it clear they agree with a suggestion | ☐ Responds with their own name in response to "Who wants ...?" |
| ☐ Copies a new word or short phrase they enjoyed hearing, e.g. containing alliteration | ☐ Makes it clear they do not agree with a suggestion | ☐ Shows interest in a narrative/story by asking for it again or continuing a conversation about it |
| ☐ Demonstrates pleasure in finding objects in picture books which relate to questions | ☐ Makes it clear they need more information or clarification | ☐ Smiles or laughs in response to something funny |
| ☐ Follows a short verbal account of texts/symbols/pictures | ☐ Makes predictions in familiar narratives | ☐ Understands a simple story when it is supported with pictures |
| ☐ Follows instructions containing an adjective, e.g. give the big box to Tom | ☐ Picks out key events in a narrative | ☐ Understands concepts of over, under, in and on |
| ☐ Follows two-step instructions, e.g. get your cup, and bring it here | ☐ Picks out key people in a narrative | ☐ Uses symbols/pictures to retell a narrative |
| ☐ Listens for the answers to questions | ☐ Picks out symbols/pictures that relate to a narrative they have heard | ☐ Babies, toddlers and young children will be learning to listen to simple stories and understand what is happening, with the help of the pictures. [DM 2021] |
| | ☐ Puts pictures/symbols of a narrative in order | |

Speaking

- | | | |
|--|---|--|
| ☐ Asks questions, raising intonation at the end of the sentence or phrase | ☐ Communicates 'Yes' and 'No' using words, signs, or symbols to indicate their needs or preferences | ☐ Requests information about a new activity/object/event |
| ☐ Communicates a second word, sign, or symbol to define a concept, e.g. "MORE drink", "Coat ON", etc | ☐ Copies new words, repeating them over and over | ☐ Responds to something new with questions |
| ☐ Communicates about their needs, e.g. hunger, thirst, toilet, etc. | ☐ Describes an object they have in their hand, giving more than one property | ☐ Shows enjoyment in saying a new word |
| ☐ Communicates basic expectations to their friends, e.g. 'You should share your toy with me' | ☐ Expresses phrases starting with 'I am going to...' | ☐ Takes part in a simple staff-led discussion in which they can express their views |
| ☐ Communicates clearly 80% of the time | ☐ Expresses phrases with three key words | ☐ Uses facial expression to enhance meaning |
| ☐ Communicates possession through the use of the terms 'yours' and 'mine' | ☐ Expresses simple opinions, e.g. too hot, or too loud, etc. | ☐ Uses facial expression when speaking |
| ☐ Communicates two words, signs, or symbols together | ☐ Expresses simple prepositions correctly | Is still learning to pronounce: [DM 2021] |
| ☐ Communicates using descriptive language, e.g. I want the big box | ☐ Includes intonation, pitch and changing volume when 'talking' | ☐ -l/r/w/y |
| ☐ Communicates using positional language, e.g. the ball is in the box | ☐ Indicates needs with words, signs, or symbols like 'more' and 'again' | ☐ -f/th |
| ☐ Communicates using temporal language, e.g. I play later? | ☐ Interacts using simple pronouns, e.g. "Me", "You", "Him" and "Her" | ☐ -s/sh/ch/dz/j |
| | | ☐ - multi-syllabic words such as 'banana' and 'computer' |
| | | ☐ Babies, toddlers and young children will be learning to use the speech sounds: p, b, m, w. [DM 2021] |

20 Aug 2024 - Student Name - Expressive Arts & Design, Expressive Arts & Design - Children in Reception / Progress: 0%

Creating with Materials

- | | | |
|--|--|--|
| ☐ Adds to a construction kit model to make it stronger or to make it move better | ☐ Discusses a range of tools and their purpose | ☐ Talks about different lines, e.g. corner, curve, straight |
| ☐ Attempts to change their tall structure to help it become more stable | ☐ Discusses the purpose of common kitchen equipment | ☐ Names colours consistently |
| ☐ Attempts to cut different materials to a specific shape | ☐ Draws different types of lines, e.g. curve, straight | ☐ Uses a variety of materials in their work, e.g. to enhance illustrations, when weaving, etc. |
| ☐ Collects pictures that interest them in a scrapbook or on the computer | ☐ Draws round shape templates | ☐ Children in reception will be learning to create collaboratively, sharing ideas, resources and skills. [DM 2021] |
| ☐ Colours in a picture and keeps within the lines most of the time | ☐ Folds, tears and cuts paper and card | ☐ Children in reception will be learning to explore and engage in music making and dance, performing solo or in groups. [DM 2021] |
| ☐ Creates different textures, e.g. bubbles, sponges, blots | ☐ Hammers gently with support | ☐ Children in reception will be learning to return to and build on their previous learning, refining ideas and developing their ability to represent them. [DM 2021] |
| ☐ Cuts thicker materials with scissors, e.g. tape, string, etc. | ☐ Holds a pencil correctly | ☐ Children in reception will be learning to sing in a group or on their own, increasingly matching the pitch and following the melody. [DM 2021] |
| ☐ Demonstrates simple techniques e.g. mixing, stirring, rolling | ☐ Joins different materials | |
| ☐ Describes shapes, listing some properties, e.g. sides, round | ☐ Marks the material where a join/cut needs to be made | |
| | ☐ Shows an awareness of safety when using tools | |

Being Imaginative & Expressive

- | | | |
|--|---|--|
| ☐ Balances on different parts of the body | ☐ Represents feelings of love | ☐ Children in reception will be learning to develop storylines in their pretend play. [DM 2021] |
| ☐ Describes an event in a story | ☐ Represents feelings of happiness | ☐ Children in reception will be learning to explore, use and refine a variety of artistic effects to express their ideas and feelings. [DM 2021] |
| ☐ Explores different types of rhythms that can be made using voice, e.g. hum or sing, etc. | ☐ Represents feelings of fear | ☐ Children in reception will be learning to listen attentively, move to and talk about music, expressing their feelings and responses. [DM 2021] |
| ☐ Improvises a simple 6-beat rhythm | ☐ Shows enjoyment when listening to songs | ☐ Children in reception will be learning to watch and talk about dance and performance art, expressing their feelings and responses. [DM 2021] |
| ☐ Memorises a simple phrase or response | ☐ Travels under and over equipment | |
| ☐ Represents feelings of anger | ☐ Tries to imitate actions of others | |
| ☐ Represents feelings of sadness | ☐ Waits for their turn to speak | |



20 Aug 2024 - Student Name - Literacy, Literacy - Exceeding Early Learning Goals / Progress: 0%

Comprehension

- | | | |
|--|--|--|
| ☐ Asks for clarification on the meaning of unknown word/phrase | ☐ Discusses why/what a character may say | ☐ Predicts what might happen by using knowledge of what they have read |
| ☐ Asks questions about the text to aid understanding | ☐ Explains simply how a concept or idea in a text is connected | ☐ Sequences events in a story they have heard |
| ☐ Describes the layout of the text and how it helps the reader, e.g. headings in non-fiction | ☐ Explains the purpose of different types of writing | ☐ States what they think might happen next in a text |
| ☐ Discusses the layout of different types of writing | ☐ Explains the sequence of events in a text | ☐ Stops to re-read when they realise the text isn't making sense |
| ☐ Engages with a range of short, straightforward texts that instruct, inform, describe and narrate, e.g. reads the instructions regarding a new piece of equipment | ☐ Identifies the main trait of a character | ☐ Understands sentences with more than one clause |
| ☐ Discusses why/what a character may feel | ☐ Identifies when the text isn't making sense | ☐ Uses illustrations, images and captions to locate information |
| | ☐ Listens for and identifies the main points of short explanations | ☐ Uses some expression when telling a story |

Word Reading

- | | | |
|--|---|---|
| ☐ Applies phonic knowledge and skills to decode words | ☐ Reads and understands organisational markers in short, straightforward texts, e.g. conjunctions/connectives | ☐ Reads sentences with more than one clause |
| ☐ Corrects any inaccurate reading | ☐ Reads common words with letters corresponding to sounds that are often not pronounced, e.g. February, library, often, every, everything, interest, ordinary | ☐ Recognises some alternative sounds for graphemes |
| ☐ Finds information by using headings | | ☐ Uses knowledge of sentence structure to help decode unfamiliar words and understand their meaning |
| ☐ Locates and uses an index page when directed and supported | | |

Writing

- | | | |
|--|--|---|
| ☐ Adjusts the size and style of their writing according to purpose | ☐ Distinguishes between and spells some common homophones and near homophones correctly, e.g. there or their | ☐ Uses some descriptive language |
| ☐ Builds a simple description of a character/place | ☐ Expands noun phrases to add detail with some support | ☐ Uses when, if, but, because to add detail to meaning |
| ☐ Captures what they want to say sentence by sentence | ☐ Identifies a misspelt word in the course of their writing | ☐ Writes in compound sentences, using common conjunctions to connect clauses, e.g. or, and, but |
| ☐ Checks for sense in what they have written when evaluating and editing | ☐ Organises what they want to say appropriately, e.g. in explanations, narratives or descriptions | ☐ Writes in different forms for different purposes |
| ☐ Demonstrates understanding of the term "past tense", e.g. by verbally changing words from the present to past tense | ☐ Uses basic punctuation correctly, e.g. full stops, capital letters, question and exclamation marks | ☐ Writes sentences using different forms, e.g. questions, commands and statements |
| ☐ Demonstrates understanding of the term "present tense", e.g. by verbally changing words from the past to the present tense | ☐ Uses simple time references to show different sections e.g. next/then | ☐ Writes unjoined letters legibly |



20 Aug 2024 - Student Name - Mathematics, Mathematics - Level: 5 (12–18 months) / Progress: 0%

Mathematics

- | | | |
|--|--|--|
| ☐ Acts on request to 'eat or drink more ...' | ☐ Listens to numbers being counted | ☐ Requests desired objects via photographic means when communicating with a member of staff |
| ☐ Acts on request to 'eat or drink some ...' | ☐ Looks at numbers written in figures | ☐ Responds to choices with actions or gestures when given options |
| ☐ Applies potential solutions to problems systematically when attempting to resolve issues that affect them, e.g. looks nearby for their other shoe when one is missing, then further afield | ☐ Makes an intentional selection by eye-pointing/switch-pressing/etc. when provided with a choice of two | ☐ Responds to simple questions with appropriate responses, e.g. looks at their shoe when asked where it is |
| ☐ Assists with one-to-one matching activities, e.g. setting the table | ☐ Manipulates objects to make them move in different directions | ☐ Returns to a new/unfamiliar object to further explore it |
| ☐ Associates words they hear with objects they see when given instructions | ☐ Matches objects based on obvious criteria, e.g. when a member of staff picks an item, the individual finds ones that match | ☐ Returns to a specific place to experience a particular activity |
| ☐ Becomes involved in their own activity | ☐ Picks up and puts down single objects | ☐ Scribbles on paper and attends to the marks they have made when prompted by a member of staff |
| ☐ Breaks a piece off when asked to share, e.g. a cake, clay | ☐ Plays independently for four minutes | ☐ Searches for objects a member of staff has hidden |
| ☐ Builds a tower of four cubes | ☐ Plays independently for six minutes | ☐ Selects another of the same item when asked |
| ☐ Checks to see if an object is in a container | ☐ Plays independently for ten minutes | ☐ Shows anticipation to communicate a repetitive word or sound during a familiar rhyme or story |
| ☐ Counts number of items in shopping basket with assistance, e.g. holds up each item as staff count | ☐ Posts objects through holes when playing | ☐ Stays involved in an independent activity which interests them |
| ☐ Demonstrates intense curiosity | ☐ Presses buttons | ☐ Takes items out of containers when playing |
| ☐ Demonstrates recognition of activities in which they were previously involved | ☐ Puts down an object in order to pick up another | ☐ Takes lids off containers when playing |
| ☐ Follows a falling object as it disappears | ☐ Puts large pegs into a peg board | ☐ Babies, toddlers and young children will be learning to build with a range of resources. [DM 2021] |
| ☐ Holds two objects at a time | ☐ Puts lids on boxes | ☐ Babies, toddlers and young children will be learning to climb and squeeze themselves into different types of spaces. [DM 2021] |
| ☐ Joins in rhymes or jingles with babble and a few recognisable words, signs, or symbols | ☐ Remembers a response to an activity over extended periods of time after repeatedly engaging with it | |
| ☐ Knocks objects intentionally to make them move | ☐ Repeatedly undertakes an action to affect an outcome, e.g. hits a button multiple times | |
| | ☐ Repeats an action in order to obtain a similar effect | |

20 Aug 2024 - Student Name - Personal, Social & Emotional Development, Personal, Social & Emotional Development - Early Learning Goals / Progress: 0%

Self-Regulation

- | | | |
|---|---|--|
| ☐ Accepts an apology | ☐ Describes how their behaviour can affect others which can impact themselves | ☐ Recognises the activities or people that make them feel happy |
| ☐ Apologises for wrongdoings | ☐ Gives examples of what is fair and unfair | ☐ Children at the expected level of development will give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. [ELG 2021] |
| ☐ Demonstrates a knowledge of themselves, their likes and dislikes and identity | ☐ Identifies how they feel when someone is kind and unkind | ☐ Children at the expected level of development will set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. [ELG 2021] |
| ☐ Demonstrates an awareness that not everyone feels like they do | ☐ Identifies their own interests or hobbies | ☐ Children at the expected level of development will show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. [ELG 2021] |
| ☐ Demonstrates understanding that not everyone wants to do what they want | ☐ Identifies ways in which they can tell if people are happy or sad | |
| ☐ Demonstrates some ways to calm themselves down | ☐ Manages their frustration and is able to ask for assistance | |
| ☐ Describes feelings associated with change and loss in simple terms | ☐ Recognises that it is normal and acceptable to feel different emotions | |

Managing Self

- | | | |
|---|---|--|
| ☐ Describes the ways in which they keep their body clean and healthy | ☐ Identifies ways they can feel better mentally | ☐ Children at the expected level of development will explain the reasons for rules, know right from wrong and try to behave accordingly. [ELG 2021] |
| ☐ Gives examples of what might happen if they break rules, e.g. sorry, miss out, etc. | ☐ Identifies ways they can feel better physically | ☐ Children at the expected level of development will manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. [ELG 2021] |
| ☐ Identifies drinks which are obviously healthy or unhealthy | ☐ Identifies ways to keep healthy, e.g. sleep, exercise, cleaning teeth | ☐ Children at the expected level of development will be confident to try new activities and show independence, resilience and perseverance in the face of challenge. [ELG 2021] |
| ☐ Identifies their responsibilities in the classroom and within the school | ☐ Puts on and takes off clothing with smaller button fastenings | |
| ☐ Identifies positive aspects of themselves | ☐ States toileting requirements in adequate time | |
| | ☐ Washes hands with soap independently | |

Building Relationships

- | | | |
|--|---|---|
| ☐ Agrees on a shared activity with a peer | ☐ Maintains a topic initiated by another person | ☐ Suggests ways to respond to unwanted physical contact |
| ☐ Engages with five or six peers spontaneously | ☐ Makes a friend, talks and shares feelings with them | ☐ Children at the expected level of development will form positive attachments to adults and friendships with peers. [ELG 2021] |
| ☐ Identifies how their family members care for each other | ☐ Recognises that not everyone has the same opinions | ☐ Children at the expected level of development will show sensitivity to their own and to others' needs. [ELG 2021] |
| ☐ Identifies what is involved in belonging, e.g. to a family or activity group | ☐ Suggests reasons why they are a good friend and why someone else is | ☐ Children at the expected level of development will work and play cooperatively and take turns with others. [ELG 2021] |
| ☐ Identifies with whom they enjoy sharing activities | ☐ Recognises the concept of family | |
| ☐ Listens to what others are saying in a group situation | ☐ Suggests two ways to resolve an issue with a friend | |



20 Aug 2024 - Student Name - Physical Development, Physical Development - Level: 1 (0–3 months) /

Progress: 0%

Physical Development

- | | | |
|--|--|--|
| ☐ Acknowledges motion-based pleasure by brief responsive smiling when provided with enjoyable movement experiences | ☐ Moves their tongue against their cheek | ☐ Reacts to the act of accelerated movement with minor physiological changes when travelling backwards |
| ☐ Acknowledges tactile pleasure by brief responsive smiling when provided with enjoyable physical experiences | ☐ Plays with their mouth muscles by smiling without any external stimulation | ☐ Reacts to the act of accelerated movement with minor physiological changes when travelling forwards |
| ☐ Attends briefly to items with their mouth when provided with suitable objects | ☐ Reacts briefly to a change in position | ☐ Reacts when their feet are touched with different textures |
| ☐ Attends briefly to their hands and fingers when not engaged with a member of staff | ☐ Reacts to backwards movement with minor physiological changes when they are being moved | ☐ Reduces physical activity with physical contact |
| ☐ Blinks defensively | ☐ Reacts to being moved downwards with minor physiological changes | ☐ Responds to gentle tickling |
| ☐ Brings their hands to their mouth when self-stimulating | ☐ Reacts to being moved from back to tummy or tummy to back | ☐ Responds to gum and palate stimulation with minor physiological changes, e.g. when massaged |
| ☐ Brings their hands together at midline when moving their hands and arms | ☐ Reacts to being moved upwards with minor physiological changes | ☐ Responds to stimulation around the mouth, e.g. lips |
| ☐ Clenches hands into tight fists | ☐ Reacts to forwards movement with minor physiological changes when they are being moved | ☐ Seeks out proprioceptive input, e.g. grinds jaw |
| ☐ Demonstrates a gag reflex, e.g. their tongue propels an object from the back of the mouth to the front | ☐ Reacts to horizontal rotation, on the left side with minor physiological changes | ☐ Shows in and out tongue movements |
| ☐ Demonstrates a stable gaze briefly during passive and active body movements | ☐ Reacts to horizontal rotation, on the right side with minor physiological changes | ☐ Stretches their legs out when lying on their stomach or back |
| ☐ Demonstrates a stable gaze briefly during passive and active head movements | ☐ Reacts to movement with minor physiological changes when objects or people move suddenly | ☐ Sucks or smacks their lips intermittently |
| ☐ Follows an object with their eyes briefly when it moves past midline | ☐ Reacts to rocking movement with minor physiological changes when they are being moved | ☐ Sucks their thumb/fingers intermittently |
| ☐ Grasps objects intentionally when they have been placed in their hand by a member of staff | ☐ Reacts to temperature with minor physiological changes when moving from one extreme to another | ☐ Turns their head from side to side |
| ☐ Moves their arms independently of one another when self-stimulating | ☐ Reacts to textures with minor physiological changes when feeling rough or smooth surfaces | ☐ Turns their head to search for stimuli when their cheek is brushed |
| ☐ Moves their legs independently of one another when self-stimulating | | ☐ Watches their own hand movements briefly |



20 Aug 2024 - Student Name - Understanding the World, Understanding the World - Level: 2 (3–6 months) / Progress: 0%

Understanding the World

- | | | |
|--|---|---|
| ☐ Anticipates within social routines | ☐ Holds objects with either hand using a palmar grasp when engaging in exploration | ☐ Responds to their own name by looking for a voice when they are called |
| ☐ Attempts to grab objects of interest using a raking motion | ☐ Imitates environmental sounds in their own manner | ☐ Responds vocally to carer's greeting |
| ☐ Demonstrates a brief interest in noises in their immediate environment when encouraged by a member of staff | ☐ Indicates a preference for specific textures by moving their hand from one to another when working with a member of staff | ☐ Searches for partially hidden objects with their eyes or hands when playing alone |
| ☐ Demonstrates a brief interest in objects in their immediate environment when encouraged by a member of staff | ☐ Notices peers briefly when alongside them during play situations | ☐ Smiles or gets excited when seeing a specific member of staff after a period of separation |
| ☐ Demonstrates a brief interest in sights in their immediate environment when encouraged by a member of staff | ☐ Reaches out to request attention | ☐ Smiles when interacting with familiar people |
| ☐ Encounters and responds to a range of digital equipment, e.g. grasps a communication device when it is offered | ☐ Reacts consistently to stimuli when interacting with familiar activities, e.g. babbling starts/stops when a musical toy plays | ☐ Touches a variety of textures with any part of the skin without demonstrating defensive behaviour |
| ☐ Explores small objects with their senses when they are placed in front of them | ☐ Reacts excitedly to a change of environment when provided with familiar experiences | ☐ Transfers from one hand to another using a palmar grasp when engaging in exploration |
| ☐ Expresses eagerness vocally or physically when presented with a familiar activity | ☐ Reacts excitedly to a change of environment when provided with new experiences | ☐ Turns their head to observe the environment when initiating play |
| ☐ Expresses eagerness vocally or physically when presented with a familiar object | ☐ Reacts excitedly to an activity when provided with familiar experiences | ☐ Undertakes an action incidentally which makes something happen and knows that they caused it |
| ☐ Expresses eagerness vocally or physically when presented with a familiar person | ☐ Reacts excitedly to an activity when provided with new experiences | ☐ Uses any conventional gesture such as gives, reaches, waves, points, shakes head |
| | ☐ Reacts excitedly to texture, showing signs when offered a variety of tactile experiences | ☐ Vocalises to a member of staff in different ways when experiencing different needs |



Want to find out more?

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