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| **Early Years Foundation Stage (EYFS) Two-Year-Old Progress Check** |
| **Child’s name:** Nnakeme Okonkwo (Home Language: Igbo) |
| **Child’s age/Date of birth:** 30 Months 9.11.20 |
| **Date Progress Check completed:** 10.5.23 |
| **Name of Key Person:** Vanessa Paul |
| **Child’s learning:** (you may like to refer to the child’s characteristics of effective learning)  Nnakeme loves to explore and find out how things work. He particularly likes to investigate the ‘de-construction’ tool-box and is always willing to have a go at new experiences such as the visit from the local fire brigade He become very involved in constructing homes and dens in the outside area using the tool box and made links between the visit and his play by then ‘fighting’ fires in the homes he had built.  **Additional Information**  Nnakeme’s home language is Igbo (from Nigeria) and this is mainly spoken at home. He has been attending pre-school since January 2023. |
| **Three Prime Areas -** a summary of the child’s progress within these areas of learning, identifying *‘the child’s strengths, and any areas where the child’s progress is less than expected’ Statutory Framework for the EYFS 2021*. |
| **Personal, social and emotional development:**  After a short settling in period Nnakeme now happily separates from his parents. He is beginning to become familiar with his key person and is developing a friendship with them. He plays alongside other children, occasionally joining in and sharing. However, he can become frustrated with other children who may be invading his ‘space’. Although his English is limited, he is able to make his feelings known and he is aware when others are sad. For example, he found and took the comfort blanket to a child who was upset. |
| **Communication and language:**  Nnakeme enjoys listening to stories and loves to listen to the recording of his Mother & Grandmother telling traditional Nigerian stories. He is able to join in with rhymes using gestures but is still developing the use of English. He understands simple instructions such as “find the drums” He is able to communicate by pointing to the things he wants and by using single words in English. He is beginning to increase his vocabulary by repeating single words but is yet to be heard using them in his play. He is happy to use Igbo during his play in particular when creating dens outside and is increasingly repeating and imitating words said to him. |
| **Physical development:**  Nnakeme is very independent when eating and is able to feed himself and pour his own drinks. He is able to put on his own coat and shoes but needs support with getting the shoes on the right foot. He is confident in using the toilet and is able to pull his trousers on and off and only needs support with zips and laces. He is very active and enjoys outside play. He confidently climbs steps, kicks a ball and is able to balance and hop on one foot. He is able to manipulate screws and screw drivers, uses a hammer safely and is able to skilfully manipulate tools when investigating the ‘de-construction’ box. |
| **Are there any concerns about the child’s development from the setting?** (include referral to other agencies or professionals and support needed)  No |
| **Parents’ comments:** (share what your child does/can do at home)  Nnakeme chatters non-stop at home and often tells us all about his day at Pre-school. Nnakeme understands all instructions when speaking in Igbo and is very articulate when speaking. He is able to make his views and wants known, especially when he is playing alongside his brother! We are very happy with his progress so far but also appreciate he has much to learn when speaking English. We tend not to speak English at home and are happy to leave this to you. His older brother speaks lots of English and he is able to help Nnakeme with his words but he does sometimes become angry if he is not understood. We have no concerns about his communication and language in Igbo.  It is lovely to see that his love of making and finding out is also happening at pre-school we spend all weekend making fire engines out of bits of wood!  *Do you have any concerns about your child’s development?*  No |
| **What next for this child?**  We are going to use Nnakeme’s interest in putting together and taking apart to support and extend his vocabulary in English and we will continue to support his understanding of English through the use of simple sentences, repetitions and commentary during play. We will also help support him in making friends by modelling language as he plays alongside others and support him in turn taking, sharing and help him to use words when becoming frustrated with others  *What activities/resources will be provided in the setting to support the child’s development?*  Small group play situations Role play in the outside play area – fire engine repair workshop/garage Reading stories and using rhymes with gestures to support language, make his own story or rhyme sack  *How will parents support the child at home?*  To borrow story and rhyme sacks from pre-school.  If possible, go to small group activities at the local Family Hub and rhyme times at the local library. |
| **Key person signature:** |
| **Moderated by:** |
| **Date:** |
| **I have signed the setting’s information sharing consent form and I am aware that the information above could be shared by the setting with others (ie Health Visitor, SLT) with my knowledge and consent, to support my child.** |
| **Parent signature:**  **Print name:**  **Date:** |
| **Parent signature:**  **Print name:**  **Date:** |