

Ladybirds 24-36 months Progression Milestones Overview:

Every Child a Talker (ECaT)

- **Attention & Listening:** Maintains single-channelled attention; can shift to a new task when a name is used. Listens with interest in sounds, stories, and adult talk. Recognises and responds to familiar environmental sounds (e.g., door knock, bin lorry).
- **Understanding:** Understands simple 'who', 'what' and 'where' questions. Identifies action words by pointing to the correct picture. Developing understanding of basic concepts such as big/little and on/under. Follows instructions containing up to **three key words**. Learn new words quickly and begin to use them appropriately.
- **Speaking:** Speech becoming clearer and generally understood by others (though some immature patterns still present). Use actions with simple language to communicate needs (e.g., "I have it"). Beginning to use word endings (e.g., *going*, *cats*). Use simple sentences (e.g., "Mummy go to work"). Uses a range of question words (what, where, who). Many English speech sounds (k, g, f, s, z, l, y) emerging but substitutions and dropped final sounds may still occur.
- **Social Communication:** Use language to share feelings, experiences, and ideas. Join in with others' play and enjoy talking with adults and peers. Holds simple conversations, often jumping between topics. Responds to the feelings of others.

Emotional Regulation	• Children may experience tantrums and frustration as they develop a strong sense of “<i>me</i>” and “<i>mine</i>”, with limited language to express feelings. • They begin identifying simple emotions and show an early understanding of basic social rules (e.g., “<i>no hitting</i>”). • With adult support, they start using simple calming strategies (like deep breaths or comfort objects) and may begin to negotiate or reason in a basic way.
Fine Motor Skills	• Toddlers gain better control when using tools such as cutlery, paintbrushes, playdough tools, and construction toys. • Drawing skills progress to simple shapes (lines, circles), and they can stack more blocks, complete easy puzzles and thread large beads with increasing accuracy. • Hand and finger strength improves, shown through twisting lids, turning knobs, opening containers, and using both hands together more effectively during play and self-care.
Gross Motor Skills	• Children move with more confidence: they can run, jump, walk backwards, attempt to kick a large ball, throw (but not yet catch), and begin to balance briefly on one foot. • They enjoy physical play such as climbing on playground equipment, sliding, using ride-on and push-along toys, and navigating around obstacles with growing coordination. • They may sit on a small tricycle (often not pedalling yet) and are able to go up and down stairs with support, showing increasing strength and control.
Mark Making	• Children typically hold a pencil with all their fingers, palm facing down, moving mainly from the elbow as shoulder stability improves. • They begin to copy simple marks such as horizontal lines, vertical lines, and circles.

	• Offer slightly smaller mark-making tools to encourage finer finger control. • Provide large-arm movement activities (painting, air drawing) to build coordination and controlled elbow movement. • Use rich movement language (“round and round,” “up and down”) and finger-awareness activities (rhymes, finger puppets) to support motor development. • Reinforce learning with simple prompts such as: <i>“Can you draw a long line?”</i>, <i>“Let’s make a circle,”</i> <i>“You’re making a pattern,”</i> <i>“Can you trace over the lines?”</i>
Mathematics	• Children begin using early number words and can subitise small quantities (up to 3), give up to 3 objects, recognise <i>more</i> and <i>less</i>, and understand simple changes in quantity (adding = more, taking away = less). They also start representing numbers through marks. • They notice, copy and create simple repeating patterns (e.g., ABAB), sort objects by two attributes (colour, size), and use early mathematical vocabulary such as <i>big</i>, <i>little</i>, <i>more</i>, <i>a lot</i>. • Children identify common shapes (circle, square, rectangle), sort objects into groups, describe what they see using simple shape and size language, and show understanding of the order of everyday routines.
Reading	• Children understand that books tell stories, hold them the right way up and turn pages one at a time, joining in with repeated phrases and familiar rhymes. • They begin to predict simple events, ask questions about pictures, and show strong preferences for favourite books. • They start to grasp very early story structure (beginning–middle–end) and enjoy talking about what is happening in the illustrations.