***The Two Year Learning and Development Summary:***

***Points to consider***

Make sure the child’s uniqueness is clearly demonstrated throughout e.g. *Charlie becomes really excited and engaged when he plays with his favourite red train and this clearly shows us a particular interest which he has.*

Parents/carers can easily identify that the summary is about their child and their unique qualities – no two forms should read the same.

Information within the summary should reflect what the child likes and can do, patterns within their play and any new skills they are trying to master e.g. *Jasmine really enjoys climbing the steps up to the slide and rolling the ball down, she is beginning to develop her confidence in coming back down the steps to pick up the ball.*

Next steps should support continued learning and development both at home and in the setting e.g. *when reading stories to James, encourage him to hold the book and turn the pages.*

The information contained within the summary should not be new to the child’s parent/carer, specifically any areas causing concern, and must take into account their knowledge and views.

All information documented within the summary must be based on a firm knowledge of child development and age appropriate milestones.

Use information within the EYFS to support the wording of the summary e.g. *Rebecca has ‘formed a special friendship with another child’ and they enjoy playing in the role play area together pretending to be doctors.*

For further information see **‘A Know How Guide -** The progress check at age two’ which can be found at [www.thefoundationyears.org.uk](http://www.thefoundationyears.org.uk)