



Instructions

1. Write the child's full name and the date you start doing eLIPS below.
2. Make observations rather than relying on memory because the child may have progressed since last time you saw them doing these activities.
3. Start with the sheet "General Observations".
4. For each observation, mark the one statement you can securely make about the child.
5. Check that the child is not yet secure on the next statement of the scale.
6. Choose ONE of the additional activities to observe the child on (house OR sand & water OR snack OR outdoors).
7. For each observation, mark the one statement you can securely make about the child. Check that the child is not secure on the next statement of the scale yet.
8. Fill in the summary scores on each observation sheet that you use and then complete the table below. Once the scores have been entered in Progress Sequential, you'll receive the RAG results.

Child's Name:

eLIPS Date:

Activity	Doing	Understanding	Saying
General Observations			
Other Activity (add name of activity here)			
TOTAL (add numbers together for each column)			

Doing



Concentrates on Activities	Mark best one
Not yet	0
Can focus attention on an object OR a person	1
Can share attention with adult about an object	2
Will shift gaze to make eye contact to check whether pointing has been noticed	3
Mostly short focus of attention on playing with toys and easily distracted	4
Emerging ability to focus for longer periods	5
Focus on toys can mean that ignores questions	6
Needs to stop playing to take on board questions but often loses track of activity	7
Better ability to return to play after listening to questions	8
Can take on board others' questions while continuing play	9
Can go back to same game even after disruption (e.g., children leaving, game disturbed)	10
Can quietly maintain attention on group activity & contribute appropriately when it's their turn	11

Knows about social rules and routine	Mark best one
Not yet	0
Varies responses to different people	1
Waves on hearing 'bye-bye'	2
Uses hello/goodbye/hiya/ta-ta, etc. appropriately	3
Emerging knowledge of key daily routines (e.g. getting dressed for outside = shoes + jacket)	4
Emerging independence in wanting to do routine things by self	5
Knows details of key daily routines (e.g. snack time) but mixes up order or starts them randomly	6
Increasingly comfortable with daily sequence of nursery routine	7
Emerging awareness of social rules and responsibilities at nursery	8
Secure knowledge of social rules and responsibilities at nursery	9
Can adapt to unexpected change in routine without difficulty	10
Able to stick to rules in games without adult support	11

General Observations

Doing

Add together the numbers that you've marked and enter this summary score in the box

Understanding



Understands instructions	Mark best one
Not yet	0
Responds differently to different tones of voice	1
Understands “no”	2
Responds appropriately to daily routine instructions (e.g. wash hands, put on apron)	3
Responds appropriately to instructions like “Pick up the toy” when a toy has fallen on floor	4
Follows instructions with two key words (e.g. bring me the scarf and the hat)	5
Understands instructions like “Put all the cars in the box” when tidying up	6
Can mentally retrace a step (e.g. “Where did you find this toy?”)	7
Understands instructions like “Find me something the same colour as your top”	8
Understands and accepts explanations like “You can’t have a turn now but you can have a turn tomorrow”	9
Understands instructions like “Go round the other way because the floor is wet”	10
Understands “Find me something that is a different colour from your top”	11

Understands descriptions	Mark best one
Not yet	0
Has an awareness of being spoken to	1
Recognises phrases or anticipates actions from games (e.g. peek-a-boo)	2
Points to at least three different body parts (e.g. eyes, nose, hair, tummy, etc.)	3
Responds to “Do you want milk or water?” the same as “Do you want water or milk?”	4
Responds appropriately to “Take only one biscuit/cracker”	5
Understands what is meant when asked about the ‘colour’ of a toy but often misnames the colour	6
Understands what a circle or a square is	7
Understands the names of a range of colours	8
Understands concept of small numbers (Give me three blocks)	9
Can match by colour, shape or use and switch from sorting into one category to another	10
Understands more complex number concepts (give me all but one)	11

General Observations

Understanding

Add together the numbers that you’ve marked and enter this summary score in the box

Has conversations	Mark best one
Not yet	0
Babbles to adults	1
Uses a range of gestures for requesting objects/toys (e.g. gaze, pointing, giving gestures)	2
Gestures used to share attention with adult (e.g. showing/giving objects, drawing attention to object by pointing)	3
Responds to others verbally	4
Initiates conversations	5
Learning to recognise when not understood	6
Longer dialogue and learning to clarify when misunderstood	7
Tries to tell stories, but order of events is often mixed up and central theme missing	8
Can tell stories in order of events, with introduction and ending	9
Can answer questions at story time showing understanding of characters' feelings and motivations	10
Understands longer conversational stories without pictures and reflects on the topic	11

Is learning how language rules work	Mark best one
Not yet	0
Sound play for own entertainment	1
Babbling beginning to have intonation and directed at others	2
Trying to imitate words and phrases that adults say	3
Uses known words for many different things (e.g. uses mummy for all women)	4
Uses two-word phrases with usual order (e.g. drive car not car drive)	5
Emerging past tense (e.g. walked, played)	6
Beginning to add "-s" when speaking about another person (e.g. he walks, she drinks)	7
Secure in present and past tense (e.g. walks, walked)	8
Asks questions using past tense: What was in the box? What did he do?	9
Uses "will" to speak about future	10
Uses sentences like if...I would/could	11

General Observations

Saying

Add together the numbers that you've marked and enter this summary score in the box

Play shows awareness of everyday life and routines		Mark best one
Not yet		0
Accepts presence of others and makes a connection with them		1
Imitates simple routine actions (e.g. patting a toy dog, clapping hands)		2
Imitates an adult by saying hello into a toy phone		3
Recognises everyday objects and uses them appropriately in play (e.g. uses comb to comb hair)		4
Beginning to use any object as pretend version of real thing (e.g. uses stick as phone)		5
Can imitate simple actions or events (e.g. feeds teddy, puts baby in bed)		6
Shows longer sequences of pretend actions (e.g. kisses baby, puts baby in cot, covers...)		7
Uses simple day-to-day experiences in acting out stories		8
Uses fairy tales or movies to develop longer periods of play around story		9
Adds make-believe elements in acting out more complex stories		10
Very good awareness of actual sequence of events in fairy tales/movies - acts out entire story		11

Conversations with others		Mark best one
Not yet		0
Notices when being spoken to		1
Plays peek-a-boo		2
Reacts non-verbally to others when spoken to		3
Responds verbally to questions		4
Active use of speech for requests		5
Has 'conversations' with self (or toys)		6
Turn-taking emerging in conversation		7
Conversations start more frequently but often break up suddenly		8
Comfortable in conversation with peers		9
Can resolve conflict verbally without adult intervention		10
Shows more abstract ideas "What if..." or "I hope.." in conversations over longer periods		11

House

Doing

Add together the numbers that you've marked and enter this summary score in the box

Understands descriptions	Mark best one
Not yet	0
Understands context based on routine/gesture, rather than spoken word	1
Recognises a key word in activity (e.g. family members OR food OR baby)	2
Understands at least three words connected with the house (e.g. pot, spoon, bed, table, chair, etc)	3
Shows an understanding of simple adjectives (e.g. hot/soft/big/loud)	4
Uses toys to act out simple sentences (e.g. make teddy tickle the bunny)	5
Can pick something from small set that is red (or blue)	6
Emerging ability to go and find something that is red (or blue)	7
Secure ability to find something using other adjectives (e.g. small, long)	8
Can find something using comparatives (e.g. smaller/bigger)	9
Is able to ask for clarification if doesn't understand	10
Can find something that is "not red" or "not small"	11

Understands where things are	Mark best one
Not yet	0
Recognises toys but doesn't look for them if hidden or lost	1
Reacts to "all gone" or "more"	2
Can find something when given a simple location (e.g. in bed, on the table)	3
Responds appropriately to "Where's the baby?"	4
Understands where activities take place or where things usually go in the house	5
Secure understanding of "in"	6
Secure understanding of "on", "under", "behind"	7
Emerging understanding of words like between, above, below, next to, on top of	8
Secure understanding of words like between, above, below, next to, on top of	9
Secure understanding of where things are from someone else's point of view	10
Knows left from right	11

House	Understanding
Add together the numbers that you've marked and enter this summary score in the box	

When speaking	Mark best one
Not yet	0
Squeals/shouts to get attention	1
Consistent use of gestures as a signal (e.g. "Stop!" signalled with a hand)	2
May miss out some sounds but word used is consistent and recognisable	3
Learning to say no (e.g. no bed, no milk)	4
Partial use of -ing (e.g. "teddy sleeping" not "teddy is sleeping")	5
Secure use of "-s" (e.g. cups, spoons)	6
Secure use of "'s" to show ownership (Mummy's keys, Daddy's car)	7
Secure use of plurals that don't involve "-s" (e.g. child-children, tooth-teeth, foot-feet)	8
Secure use of fastest, biggest in relation to toys	9
Secure ability to make comparisons between objects using smaller, bigger etc.	10
Able to make a comparison sequence (e.g. this horse is big, this one bigger, this one is the biggest!)	11

Talks about self and others	Mark best one
Not yet	0
Babbling to self and toys	1
Using gestures to communicate needs	2
Uses key names like "mum"	3
Speaks about self without using own name or "I" (e.g. "want apple")	4
Uses own name or "me" in speaking about self	5
Emerging use of "he", "she", "it"	6
Using "I am", "you are", "he is" etc.	7
Using "she doesn't", "it isn't", "I don't"	8
Mostly accurate use of "his" and "her"	9
Using "our" and "their"	10
Uses "himself" and "herself"	11

House

Saying

Add together the numbers that you've marked and enter this summary score in the box

Takes part	Mark best one
Not yet	0
Reacts to voices and sounds	1
Looks in direction where you point	2
Solitary play	3
Watches others playing but does not join in	4
Parallel play	5
Interacting more during play (e.g. borrowing toys, imitating others)	6
Joining in with other children occasionally	7
Increased sharing and turn-taking during play	8
Longer periods of cooperative play	9
Recognises own/others' achievements and seeks out praise	10
Recognises others' goals/needs and how own actions (good or bad) will affect the situation	11

Can do	Mark best one
Not yet	0
Prefers static play as unsteady moving around	1
Pulls or pushes toys around to assist walking	2
Steady walking	3
Runs well	4
Climbs trees/stumps and play equipment	5
Kicks a ball	6
Able to throw a ball in the intended direction	7
Jumps with both feet leaving the ground or rides tricycles using pedals	8
Hops around on one foot	9
Can balance on one foot for longer periods	10
Secure ability to catch a ball	11

Outdoors

Doing

Add together the numbers that you've marked and enter this summary score in the box

Understands instructions & social rules	Mark best one
Not yet	0
Responds differently to different tones of voice	1
Follows one simple instruction (e.g. look at, give me, sit down)	2
Understands at least three words connected with outdoors (e.g. boots, tree, stone, grass, bug, worm etc.)	3
Shows an understanding of simple adjectives (e.g. cold/hot/loud/wet)	4
Understands two-step instructions (e.g. "get the brush and the shovel")	5
Emerging ability to wait after explanations like "soon" or "later"	6
Secure understanding of how to get ready for activities (e.g. change shoes to go outside, helmet for bikes)	7
Can bring an item s/he was sent inside for (e.g. get tissues from the room)	8
Secure understanding of biggest, smallest outdoors	9
Secure understanding of "first....then"	10
Understands pairs of opposites like "empty/full" or "nearest/furthest"	11

Understands questions	Mark best one
Not yet	0
Understands context based on routine/gesture, rather than spoken word	1
Responds to own name	2
Responds appropriately to simple yes/no questions	3
Understands "Where...?" questions	4
Understands "What is Emily doing?"	5
Understands "Whose turn is it?" "Whose toy is that?"	6
Understands simple "why" questions (e.g. "Why do we need wellies?")	7
Understands "If you feel cold, what do you do?"	8
Understands the concept behind "how many" but might not answer correctly	9
Understands "when" questions	10
Secure knowledge of sequence of days of the week, knows what day comes after Monday	11

Outdoors	Understanding
Add together the numbers that you've marked and enter this summary score in the box	

Communicates	Mark best one
Not yet	0
Expresses likes and dislikes non-verbally	1
Uses mostly gestures to communicate (e.g. raises arms to be lifted up)	2
Uses single words and familiar phrases (e.g. look, bye-bye, ta-ta)	3
Many single words used which are recognisable and sometimes combined	4
Using own name or "me" to express preference/desires (e.g. "me want...")	5
Understood by familiar adults	6
Understood by unfamiliar adults	7
Understood by most of the other children	8
Emerging ability to adapt speech to different listener's needs (e.g. speaks up when further away)	9
Can tell complex stories that are easily followed	10
Shows an increasing ability to talk about complicated things (e.g. intentions, motivations)	11

When speaking	Mark best one
Not yet	0
Squeals/shouts to get attention	1
Consistent use of gestures as a signal (e.g. "Stop!" signalled with a hand)	2
May miss out some sounds but word used is consistent and recognisable	3
Learning to say no (e.g. no coat, no swing)	4
Partial use of -ing (e.g. "teddy playing" not "teddy is playing")	5
Secure use of "-s" (e.g. bikes, cakes)	6
Secure use of "'s" to show ownership (Mummy's keys, Daddy's car)	7
Secure use of plurals that don't involve "-s" (e.g. child-children, tooth-teeth, foot-feet)	8
Secure use of fastest, biggest in relation to toys	9
Secure ability to make comparisons between objects using smaller, bigger etc.	10
Able to make a comparison sequence (this horse is big, this one bigger, this is the biggest!)	11

Outdoors	Saying
Add together the numbers that you've marked and enter this summary score in the box	

Doing



Plays in the sand/water area	Mark best one
Not yet	0
Reacts to voices and sounds	1
Looks in direction where you point	2
Solitary play	3
Watches others playing but does not join in	4
Parallel play	5
Interacting more during play (e.g. borrowing toys, imitating others)	6
Follows others' instructions about what to do	7
Increased sharing and turn taking during play	8
Longer periods of cooperative play	9
Can maintain play even after disruption (e.g. children leaving/arriving)	10
Awareness of effects of own actions (good or bad) on flow of play	11

Conversations with others	Mark best one
Not yet	0
Notices when being spoken to	1
Plays peek-a-boo	2
Reacts non-verbally to others when spoken to	3
Responds verbally to questions	4
Active use of speech for requests	5
Has 'conversations' with self (or toys)	6
Turn-taking emerging in conversation	7
Conversations start more frequently but often break up suddenly	8
Comfortable in conversation with peers	9
Can resolve conflict verbally without adult intervention	10
Shows more abstract ideas "What if..." or "I hope.." in conversations over longer periods	11

Sand & Water

Doing

Add together the numbers that you've marked and enter this summary score in the box

Understanding



Understands descriptions	Mark best one
Not yet	0
Understands context based on routine/gesture, rather than spoken word	1
Recognises a key word in activity (e.g. water OR sand OR cup)	2
Understands at least three words connected with sand & water play (e.g. spade, bucket, apron, cold, wet, messy, etc)	3
Shows an understanding of simple adjectives (e.g. cold/heavy/empty/wet)	4
Uses toys to act out simple sentences (e.g. use the bucket to fill the watering can)	5
Can pick something from small set that is red (or blue)	6
Emerging ability to find something that is red (or blue)	7
Secure ability to find something using other adjectives (e.g. small, long)	8
Can find something using comparatives (e.g. smaller/bigger)	9
Is able to ask for clarification if doesn't understand	10
Can find something that is "not red" or "not small"	11

Understands where things are	Mark best one
Not yet	0
Recognises toys but doesn't look for them if hidden or lost	1
Reacts to "all gone" or "more"	2
Can find something when given a simple location (e.g. "in the bucket")	3
Responds appropriately to "Where's the bucket?"	4
Understands where activities take place or where things usually go in the play area	5
Secure understanding of "in"	6
Secure understanding of "on", "under", "behind"	7
Emerging understanding of words like between, above, below, next to, on top of	8
Secure understanding of words like between, above, below, next to, on top of	9
Secure understanding of where things are from someone else's point of view	10
Knows left from right	11

Sand & Water	Understanding
Add together the numbers that you've marked and enter this summary score in the box	

Saying



Communicates	Mark best one
Not yet	0
Squeals/shouts to get attention	1
Consistent use of gestures as a signal (e.g. "Stop!" signalled with one hand)	2
May miss out some sounds but word used is consistent and recognisable	3
Learning to say no (e.g. no more, no water)	4
Partial use of -ing (e.g. "teddy digging" not "teddy is digging")	5
Understood by familiar adults	6
Understood by unfamiliar adults	7
Understood by most of the other children	8
Emerging ability to adapt speech to different listener's needs (e.g., speaks up when further away, turns head towards listener when answering)	9
Can tell complex stories that are easily followed	10
Shows an increasing ability to talk about complicated things (e.g. intentions, motivations)	11

When speaking	Mark best one
Not yet	0
Vowel sounds or repeat of same simple syllable (e.g. aaa, ba-ba-ba)	1
Consistent use of gestures that have a meaning for the child	2
Single words emerging	3
Many single words used which are recognisable and sometimes combined	4
Secure use of 2-word combinations	5
3 words	6
4 words	7
5 words	8
6 words	9
Occasional sentence can have complex structure	10
Often uses several long complex sentences at a time	11

Sand & Water

Saying

Add together the numbers that you've marked and enter this summary score in the box

Conversations with others	Mark best one
Not yet	0
Notices when being spoken to	1
Plays peek-a-boo	2
Reacts non-verbally to others when spoken to	3
Responds verbally to questions	4
Active use of speech for requests	5
Has 'conversations' with self (or toys)	6
Turn-taking emerging in conversation	7
Conversations start more frequently but often break up suddenly	8
Comfortable in conversation with peers	9
Can resolve conflict verbally without adult intervention	10
Shows more abstract ideas "What if..." or "I hope.." in conversations over longer periods	11

Can do	Mark best one
Not yet	0
Picks up objects with one hand	1
Picks up small objects, using thumb and finger grasp	2
Can drink from a cup	3
Can use a spoon	4
Puts food on plate and eats independently	5
Can lift and open containers	6
Can pour out milk/water	7
Secure understanding of turn-taking and passing objects to others	8
Can spread butter on a cracker	9
Can wash own dishes to a good standard	10
Can be relied on to do more detailed tasks (e.g. use a knife safely to cut fruit)	11

Snack

Doing

Add together the numbers that you've marked and enter this summary score in the box

Understands instructions & social rules	Mark best one
Not yet	0
Responds differently to different tones of voice	1
Understands 'no'	2
Understands at least three words connected with snack area (e.g. cup, spoon, milk, apple, etc.)	3
Understands one-step instructions (e.g. "wash-up", "wipe face")	4
Understands two-step instructions (e.g. "get a cup and a plate")	5
Emerging ability to wait after explanations like "soon" or "later"	6
Secure understanding of what to do to get ready for snack	7
Can deliver a message ("ask Laura if she wants to come for snack")	8
Secure understanding of biggest, smallest at snack	9
Secure understanding of "first...then"	10
Understands pairs of opposites like "empty/full" or "nearest/furthest"	11

Understands questions	Mark best one
Not yet	0
Understands context based on routine/gesture, rather than spoken word	1
Responds to own name	2
Responds appropriately to simple yes/no questions	3
Understands "Where...?" questions	4
Understands "What's on your plate?"	5
Understands "Whose turn is it?" "Whose plate is that?"	6
Understands simple "why" questions (e.g. "Why is there food on the floor?")	7
Understands "If you feel hungry, what do you do?"	8
Understands the concept behind "how many" but might not answer correctly	9
Understands "when" questions	10
Secure knowledge of sequence of days of the week, knows what day comes after Monday	11

Snack	Understanding
Add together the numbers that you've marked and enter this summary score in the box	

Uses	Mark best one
Not yet	0
Expresses likes and dislikes non-verbally	1
Tries to imitate words or sounds made by adult	2
Uses single words and familiar phrases (e.g. "water", "all gone")	3
Learning to say no (e.g. no toast no milk)	4
Partial use of -ing (e.g. "teddy eating" not "teddy is eating")	5
Secure use of "-s" (e.g. cups, spoons)	6
Secure use of "'s" to show ownership (Mummy's keys, Daddy's car)	7
Secure use of plurals that don't involve "-s" (e.g. child-children, tooth-teeth, foot-feet)	8
Secure use of fastest, biggest in relation to toys	9
Secure ability to make comparisons between objects using smaller, bigger etc.	10
Able to make a comparison sequence (e.g. this horse is big, this one bigger, this one is the biggest!)	11

When speaking	Mark best one
Not yet	0
Vowel sounds or repeat of same simple syllable (e.g. aaa, ba-ba-ba)	1
Consistent use of gestures that have a meaning for the child	2
Single words emerging	3
Many single words used which are recognisable and sometimes combined	4
Secure use of 2-word combinations	5
3 words	6
4 words	7
5 words	8
6 words	9
Occasional sentence can have complex structure	10
Often uses several long complex sentences at a time	11

Snack

Saying

Add together the numbers that you've marked and enter this summary score in the box