



	0-12 months	0-12 mths red flags 	1-2 years	1-2 years red flags 	2-3 years	2-3 years red flags 	3-6 years	3-6 years red flags 
Fine motor Before introducing formal writing or pencil control, build the underlying shoulder and arm strength: • Gross-to-Fine Progression: Tummy time, climbing, wheelbarrow walks, and digging build core and shoulder stability. • Sensory Play: Squeezing playdough, using spray bottles, pinching pegs, and using tweezers build finger strength and web-space stability.	•Reflexes to Intentional Reach: Starts with a reflex grip (fisting), moving to visually guided reaching and swiping at objects. •Palmar Grasp: Grasping objects using the whole hand, bringing them to the mouth for sensory exploration. •Hand Transfer & Release: Passing a toy from one hand to the other and voluntarily dropping items. •Pincer Movement Begins: Transitioning from a whole-hand scoop to using the pads of the thumb and index finger (pincer grip) to pick up tiny morsels.	Skill Regression: Any loss of previously established motor skills. 0-6mths: Hands remain tightly fist ed constantly; no reaching or swiping at objects by 4–6 months. Under 12 mths: Early Hand Dominance: Using only one hand exclusively before age 1 (can indicate weakness on one side).	•Refined Pincer Grip: Confident use of the thumb and forefinger to pick up small objects. •Early Tool Use: Beginning to use a spoon (messily), building short block towers (2–4 blocks), and turning thick board pages. •Mark-Making: Holding crayons or markers with a palmar (fist) grip and making spontaneous scribbles. •Containers: Dropping small objects into pots, emptying containers, and taking off loose clothing like socks.	Skill Regression: Any loss of previously established motor skills. 12-18 mths: Inability to pick up small items using a pincer grasp; difficulty holding a cup or spoon. 2 years: Cannot scribble, stack 2–3 blocks, or show interest in exploring toys with hands.	•Wrist Rotations: Turning doorknobs, twisting lids off jars, and turning pages one by one. •Building & Threading: Stacking towers of 6–8 blocks and threading large beads onto a string. •Early Snipping: Starting to snip paper using safety scissors with adult guidance. •Controlled Strokes: Copying vertical or horizontal lines and starting to hold drawing tools with fingers closer to the tip.	Extreme frustration/avoidance with fine motor tasks; unable to snip paper or manipulate simple shape puzzles.	•Static to Dynamic Tripod Grip: Moving from a 4-finger grip to a mature 3-finger (tripod) pencil grasp using fingers to move the pencil rather than the whole arm. •Scissor Skills: Cutting along straight and curved lines independently. •Representational Drawing: Drawing recognizable shapes (circles, crosses, squares) and basic person figures with 3+ body parts. •Self-Care Independence: Managing buttons, zippers, zips, and pouring liquids with increasing control. 5 – 6 Years: Demonstrates a mature, dynamic pencil grip; writes first name and basic letters clearly; ties shoelaces; uses utensils proficiently.	Inability to hold a pencil without significant pain or fatigue; unable to cut with scissors; extreme difficulty with independent dressing (buttons/zips). General tone: The child's limbs appear persistently floppy (hypotonia) or unusually stiff/rigid (hypertonia).

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Gross motor control	•Head Control & Tummy Time: Moves from head lag when pulled to sit toward holding their head up securely during tummy time, pushing up onto forearms, and then extended arms. •Rolling & Pivoting: Rolls back-to-side, then back-to-front and front-to-back, pivoting in circles on their belly. •Sitting: Transitions from sitting with support to sitting independently without hand support, reaching for toys while maintaining balance. •Locomotion Transitions: Commando crawling (belly-crawling), pushing up onto all fours, creeping on hands and knees, and pulling up to stand using furniture.	Skill Regression: Loss of previously acquired physical abilities. Persistent asymmetry (using only one side of the body). 0-6mths: Floppy head/trunk (hypotonia); stiff/rigid limbs (hypertonia); unable to lift head during tummy time by 4–6 months. 6-12mths: Not sitting independently without support by 9–10 months; does not bear weight through legs when held upright; unable to roll over.	•Cruising to Walking: Cruising along furniture, taking early independent steps with a wide base of support, and squatting down to pick up toys before standing back up without support. •Climbing & Elevation: Crawling up stairs, climbing onto/off low furniture safely, and exploring changes in floor levels. •Movement Dynamics: Transitioning from a wide, unsteady gait to controlled walking, early running (often with frequent falls), and pushing/pulling heavy toys while moving.	Skill Regression: Loss of previously acquired physical abilities. Persistent asymmetry (using only one side of the body). 12-18 mths: Not crawling or attempting any form of floor locomotion; not pulling up to stand or attempting independent steps by 18 months. 2 years: Unable to walk independently; persistent toe-walking; frequently falls or stumbles over flat surfaces.	•Stairs & Slopes: Walking up and down stairs placing both feet on each step (holding a rail or hand). •Whole-Body Agility: Running with increasing control and turning corners without falling. •Jumping & Kicking: Jumping off low steps landing on two feet, jumping in place with both feet leaving the floor, and making deliberate contact to kick a large ball. •Vehicles & Climbing: Pushing themselves along on ride-on toys using two feet and navigating low climbing equipment.	Skill Regression: Loss of previously acquired physical abilities. Persistent asymmetry (using only one side of the body). 3years: Unable to run, jump, or navigate stairs; struggles with basic core balance (e.g., falls off a chair easily); extreme fear or avoidance of climbing/moving.	•Alternating Stairs & Balance: Walking up and down stairs using alternating feet effortlessly; standing on one foot momentarily. •Unilateral Coordination: Hopping on one foot, skipping with a rhythm, and galloping. •Ball Skills: Catching a bounced ball or large thrown ball using hands/arms, throwing overarm at a target, and kicking moving balls. •Complex Spatial Navigation: Pedaling a tricycle/balance bike, navigating obstacles at speed, and negotiating complex climbing frames or balance beams.	Skill Regression: Loss of previously acquired physical abilities. Persistent asymmetry (using only one side of the body). 4-5years: Inability to hop or stand on one foot for 2–3 seconds; unable to catch a large ball; noticeable lack of coordination compared to peers impacting active play or PE.

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Speech & language When supporting language, always focus on receptive language (what the child understands) before forcing expressive language (what they say). A child must understand words in context long before they can consistently produce them!	•Listening & Attention: Turns toward familiar voices and tracks sounds. Attention is fleeting and captured entirely by the strongest visual or auditory stimulus. •Understanding: Recognizes their own name and understands familiar words in everyday routines (e.g., "milk", "bye-bye", "bottle"). •Speaking/Vocalising: Moves from crying and cooing to babbling with consonant-vowel combinations ("ba-ba", "ma-ma"). Communicates using eye contact, gestures, pointing, and facial expressions.	Skill Loss: Any loss of previously established speech, words, or social interaction skills. 0-6mths: Does not respond to loud sounds; does not make eye contact or smile back; unusually silent with no cooing or vocalizing. 6-12mths: Does not turn toward voices; does not babble (using repetitive sounds like "ba-ba"); no gestures like waving, pointing, or reaching by 12 months.	•Listening & Attention: Enjoys rhythmic rhymes and simple stories. Rigid, single-channel attention—they must stop what they are doing to listen to you. •Understanding: Follows simple single-step requests in context ("Get your shoes") and points to named objects, body parts, or pictures in a book. •Speaking: Rapidly acquires single words. Begins putting two words together toward the end of this stage ("more juice", "bye-bye daddy"). Uses word approximations and imitates adult words frequently.	Skill Loss: Any loss of previously established speech, words, or social interaction skills. 12-18mths: Does not respond to their own name; no clear single words by 18 months; struggles to understand simple requests ("come here", "give"). 2 years: Has fewer than 20–50 words; not putting two words together independently; relies solely on crying or grunting to communicate needs.	•Listening & Attention: Can focus on an activity of their own choosing for longer periods. Easily distracted by background noises. •Understanding: Understands 2-part instructions ("Pick up the ball and put it in the box"). Understands simple "Who?", "What?", and "Where?" questions. •Speaking: Speaks in 3–4 word sentences. Uses everyday words (nouns, verbs, and adjectives). Frequently asks "What's that?" or "Why?" to keep conversations going. Speech becomes clearer to familiar adults.	Skill Loss: Any loss of previously established speech, words, or social interaction skills. 3 years: Speech is very difficult for family members to understand; cannot follow 2-step instructions; does not ask simple questions or use 3-word phrases.	•Listening & Attention: Moves toward two-channelled attention—can listen while doing an activity for short spans. Listens to longer stories and joins in with repeated refrains. •Understanding: Understands prepositions (under, behind, on top of) and complex sentence structures, including negatives or past events. Follows 3-step instructions. •Speaking: Uses longer, complex sentences joined by connectives like and, because, or so. Uses talk to organize play, tell simple stories, and negotiate roles ("I'll be the shopkeeper and you be the customer").	Skill Loss: Any loss of previously established speech, words, or social interaction skills. 4-5years: Speaks only in short 2–3 word phrases; struggles to express basic needs or tell a simple story; persistent stammering or extreme frustration when trying to speak.

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PSED You cannot teach self-regulation without first providing co-regulation. When a child is dysregulated or experiencing a meltdown, logical reasoning won't work. Validate their feelings first ("I see you are upset because..."), help calm their nervous system, and restore a sense of safety before discussing choices or behaviour.	•Making Relationships: Builds strong primary attachments with key adults; uses eye contact, smiles, and vocalizations to hold adult attention; shows wariness around unfamiliar adults (stranger anxiety). •Sense of Self: Explores their own hands, feet, and reflection; communicates comfort or distress clearly through crying, body language, and sounds. •Understanding Feelings: Relies entirely on adults to soothe and regulate their emotions (co-regulation); responds to the tone of voice and emotional state of caregivers.	Emotional Withdrawal or Extreme Anxiety: Sudden regression in social engagement, emotional shut-down, or extreme distress during everyday routines. Unusually flat affect; avoids eye contact; does not seek comfort from familiar caregivers when distressed or hurt.	•Making Relationships: Engages primarily in parallel play (playing alongside peers rather than with them); seeks safety and comfort from key adults as a secure base to explore. •Sense of Self: Expresses clear preferences, likes, and dislikes; asserts independence (often saying "no" or showing strong ownership with "mine!"); begins recognizing themselves in pictures or mirrors. •Understanding Feelings: Experiences intense emotions (frustration, anger, delight) without the internal tools to control them; begins to notice when others are upset.	Emotional Withdrawal or Extreme Anxiety: Sudden regression in social engagement, emotional shut-down, or extreme distress during everyday routines. Severe distress when near other children; shows no interest in social interaction; unable to be comforted by key adults after prolonged distress.	•Making Relationships: Transitions into associative play—sharing space and occasionally resources; forms early friendships; seeks adult help to resolve peer disputes. •Sense of Self: Grows in confidence to try new tasks independently; takes pride in achievements ("Look at what I made!"). •Understanding Feelings: Begins naming basic emotions (happy, sad, mad); starting to understand the concept of waiting or taking turns, though still requires significant adult prompting.	Emotional Withdrawal or Extreme Anxiety: Sudden regression in social engagement, emotional shut-down, or extreme distress during everyday routines. Extreme, frequent aggression toward peers or adults (biting, kicking, hitting) without ability to de-escalate; persistent self-injurious behavior (head-banging, severe hair-pulling).	•Making Relationships: Plays collaboratively in groups, negotiating roles, rules, and shared goals in pretend play; forms sustained, meaningful friendships. •Sense of Self: Sees themselves as a valuable member of the community; sets simple goals and demonstrates resilience when facing challenges. •Understanding Feelings: Shows growing self-regulation—can manage moderate frustration, wait for turns, and adapt behavior to different settings (e.g., quiet indoors, energetic outdoors); demonstrates empathy toward peers in distress.	Emotional Withdrawal or Extreme Anxiety: Sudden regression in social engagement, emotional shut-down, or extreme distress during everyday routines. Complete inability to join in play or interact with peers; unable to follow simple rules or routines despite consistent support; extreme difficulty regulating emotions that leads to daily, prolonged meltdowns.