

Early Communication and Language Screening Tool

Name: D.O.B: Date completed: 1. 2. 3.

Key Home Language: Date discussed with parents:

Months	Listening and Attention	Understanding	Speaking
0-12	Quietens or alerts to the sound of speech Turns towards familiar sounds Concentrates on others faces Easily distracted by stimuli in the environment Uses sounds and eye contact to get others' attention 📅 <i>by 9 months</i>	Begins to anticipate events based on visual cues in the environment e.g. gets excited when sees something they like Stops and looks when hears own name 📅 <i>by 12 months</i>	Communicates in a variety of ways including smiling, gurgling, crying, making sounds Uses a range of babble Points to request and share interest 📅 <i>by 12 months</i>
12-18	Shares attention with adults during favourite activities Can pay attention to own choice of activity for longer periods Pays attention to dominant stimulus – easily distracted by noises or other people talking. Has a strong exploratory impulse	Understands familiar routines Can respond to everyday instructions e.g. “find your shoes” Understands a range of familiar single words in context Developing the ability to follow others' body language, including pointing and gesture.	Uses single words to comment and request 📅 <i>by 16 months</i> Attempts to copy words Uses pointing with eye gaze to make requests, and to share an interest Increasingly experiments with using sounds and words to communicate for a range of purposes e.g. ball, more, bye-bye.
18-24	Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations Responds to own name and can move attention briefly and then re-focus	Understands between 200 and 500 words Understands simple questions and instructions like “where’s your coat?”, “mummy’s turn” 📅 <i>by 18 months</i>	Has a vocabulary of approximately 50 words Learns new words rapidly Uses a range of single words including nouns, adjectives and verbs Begins to join words together to make simple sentences e.g. “mummy gone” 📅 <i>by 24 months</i>

24-36	<p>Can shift to a different task if attention fully obtained – using child's name helps focus by 36 months</p> <p>Shows interest in play with sounds, songs and rhymes.</p> <p>Can attend to adults choice of activity for short time</p>	<p>Understanding simple concepts e.g. big/little, in/on/under</p> <p>Identifies action words by pointing to the right picture, e.g., "Who's jumping?" by 30 months</p> <p>Understands simple "who", "what" and "where" questions</p> <p>Can follow 2 part instructions e.g. "find the train and give it to Harry"</p>	<p>Uses up to 300 words</p> <p>Starting to talk about things in the past tense e.g. "me falled over"</p> <p>Can hold a short conversation but jumps from topic to topic</p> <p>Puts 4-5 words together to make a sentence by 36 months</p> <p>Uses a variety of questions e.g. who, what, where</p>
36-48	<p>Listens to others in 1:1 or small groups when topic interests them</p> <p>Listens to stories with increasing attention</p> <p>Follows directions (if not intently focused on own activity)</p>	<p>Understanding an increasing number of describing words e.g. "hot", "top"</p> <p>Can answer questions about a picture story they have just read</p> <p>Can answer simple problem solving questions e.g. "what do you do when you're hungry"?</p> <p>Developing a sense of humour and enjoys jokes</p>	<p>Uses colour, number and time related words, for example, 'red' car, 'three' fingers and 'yesterday / tomorrow'</p> <p>Can tell a short story about something that has happened</p> <p>Can initiate conversations</p> <p>Beginning to use linking words e.g. "and", "because"</p> <p>Uses language to pretend in play</p>
48+	<p>Understands spoken instructions without stopping what they are doing to look at the speaker</p> <p>Maintains attention, concentrates and sits quietly during appropriate activity</p> <p>Responds with relevant comments, questions or actions</p>	<p>Understands more complicated language such as 'first', 'last', 'might', 'above' and 'in between'.</p> <p>Listens and responds to ideas expressed by others in conversation</p> <p>Understands a simple story without pictures</p>	<p>Uses sentences that are well formed.</p> <p>May still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went'.</p> <p>Uses language to create imaginary stories and worlds</p>

Notes on completion of this tool:

- Highlight statements which are secure to identify a stage of 'best fit'
- Children achieving 60% or above of statements in each range are considered secure in that area of development
- Judgements should be made following observations of the child in a range of contexts and should include information about home language use
- Statements followed by a flag **by** and a specific age indicate important milestones which should be noted
- Where a delay or risk of delay is identified, appropriate intervention should be planned

Outcomes and interventions:

No concerns identified ☐

Implement intervention for: Listening and Attention ☐ Understanding ☐ Speaking ☐

Review date planned _____

Further support identified e.g. SLT referral/discussion with area SENDCo

See <https://thehub.walthamforest.gov.uk/policy/early-years/teaching-learning/learning/speech-language> for further resources and support

