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

 **Key Home Language: Date discussed with parents:**

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| --- | --- | --- | --- |
| 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 🏳 *by 9 months*
 | * 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 🏳 *by 12 months*
 | * Communicates in a variety of ways including smiling, gurgling, crying, making sounds
* Uses a range of babble
* Points to request and share interest 🏳 *by 12 months*
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| 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 🏳 *by 16 months*
* 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.
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| 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”* 🏳 *by 18 months*
 | * 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” 🏳 *by 24 months*
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| 24-36 | * Can shift to a different task if attention fully obtained – using child’s name helps focus 🏳 *by 36 months*
* Shows interest in play with sounds, songs and rhymes.
* Can attend to adults choice of activity for short time
 | * Understanding simple concepts e.g. big/little, in/on/under
* Identifies action words by pointing to the right picture, e.g., *“Who’s jumping?”* 🏳 *by 30 months*
* Understands simple “who”, “what” and “where” questions
* Can follow 2 part instructions e.g. “find the train and give it to Harry”
 | * Uses up to 300 words
* Starting to talk about things in the past tense e.g. “me falled over”
* Can hold a short conversation but jumps from topic to topic
* Puts 4-5 words together to make a sentence 🏳 *by 36 months*
* Uses a variety of questions e.g. who, what, where
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| 36-48 | * Listens to others in 1:1 or small groups when topic interests them
* Listens to stories with increasing attention
* Follows directions (if not intently focused on own activity)
 | * Understanding an increasing number of describing words e.g. “hot”, “top”
* Can answer questions about a picture story they have just read
* Can answer simple problem solving questions e.g. “what do you do when you’re hungry”?
* Developing a sense of humour and enjoys jokes
 | * Uses colour, number and time related words, for example, 'red' car, 'three' fingers and 'yesterday / tomorrow'
* Can tell a short story about something that has happened
* Can initiate conversations
* Beginning to use linking words e.g. “and”, “because”
* Uses language to pretend in play
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| 48+ | * Understands spoken instructions without stopping what they are doing to look at the speaker
* Maintains attention, concentrates and sits quietly during appropriate activity
* Responds with relevant comments, questions or actions
 | * Understands more complicated language such as ‘first’, ‘last’, ‘might’, ‘above’ and ‘in between’.
* Listens and responds to ideas expressed by others in conversation
* Understands a simple story without pictures
 | * Uses sentences that are well formed. May still have some difficulties with grammar. For example, saying 'sheeps' instead of 'sheep' or 'goed' instead of 'went'.
* Uses language to create imaginary stories and worlds
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**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

 **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 🏳 and a specific age indicate important milestones which should be note.
* Where a delay or risk of delay is identified, appropriate intervention should be planned