**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* |
| 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. |
| 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* |
| 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 |
| 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 |
| 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 |

**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