

SPEECH AND LANGUAGE MONITORING TOOL

Date this information was written:
Language spoken at home:

Name of child:

Age of child (months)

Typical age of development	Listening and Attention	Understanding of Language	Speech Sounds and Talk	Social Communication
0-11 months	Turns towards a familiar sound then locates a range of sounds with accuracy	Recognises parent's voice and begins to understand frequently used words e.g. All gone, No and Bye-bye Stops and looks when hears own name <i>(by 12 months ☒)</i>	Initially uses cries to communicate Gradually develops speech sounds (babbling) to communicate with adults: says sounds like "baba, nono, gogo" <i>(by 11 months ☒)</i>	Gazes at faces and copies facial movements, e.g. sticking out tongue Increasingly aware of other people and taking turns in interactions using babble <i>(by 12 months ☒)</i>
Notes				
8-20 months	Moves whole body to sounds they enjoy Concentrates intently on an object / activity of own choosing for short periods Has strong exploratory impulse	Listens and responds to simple information / instructions e.g. Where's mummy? Give to daddy. Understands single words and some two word phrases in context	Uses at least 20 single words correctly <i>(by 16 months ☒)</i> Copies gestures and words from adults Constant babbling and single words used during play Uses intonation, pitch and changing volume when 'talking'	Simple pretend play involving eating, dressing teddy, driving. Happy to play alone although likes to be near familiar adult Uses pointing with eye gaze to make requests and to share an interest <i>(by 18 months ☒)</i>
Notes				
16-26 months	Listens to and enjoys rhythmic patterns in rhymes and stories Can focus on an activity of their own choice but finds it difficult to be directed by an adult	Understands up to 100 familiar words Selects familiar objects when asked e.g. Where's the dog? Give me the car. Understands simple instructions e.g. Get your bricks. Throw the ball	Can use up to 50 words Copies familiar expressions e.g. Oh dear. All gone. Beginning to put two words together e.g. More juice <i>(by 24 months ☒)</i> Beginning to ask simple questions Uses own name when talking about themselves e.g. Tim want car Uses speech sounds p, b, m, w Misses off final consonants e.g. dog – 'do' head – 'he'	Pretend play developing with toys such as feeding a doll or driving a car Plays alone Can follow adult body language including pointing, gesture and facial expressions Becomes frustrated when unable to make themselves understood Finds it difficult to wait for things
Notes				
22-36 months	Beginning to listen to general talk with interest but easily distracted. Single channelled attention, focuses on talk addressed to self <i>(by 36 months ☒)</i> Recognises and responds to familiar	Developing understanding of simple concepts e.g big / small Understands more complex sentences e.g. put teddy in the box Understands simple 'who', 'what' and 'where' questions	Knows 200 words including descriptive language, time, space, function Links 4-5 words together Asks lots of questions Able to use pronouns (me, him, she), plurals and prepositions (in, under, on)	Holds a conversation but jumps from topic to topic Interested in others' play and joins in Enjoys helping an adult Enjoys make believe and role play Able to share things

	sounds e.g. knock on the door Shows interest in play with sounds, songs and rhymes	Identifies action words by pointing to the right picture, e.g., "Who's jumping?" (by 30 months ) Understands a simple story	Talks briefly about what they are doing and things they have done Adults can generally understand child Remembers and joins in songs/rhymes	Can express emotions towards adults and peers Can wait a short time for things to happen
Notes				
30-50 months	Listens to others 1:1 or in small groups when the conversation interests them Enjoys listening to stories with increasing attention and recall Joins in repeated refrains and anticipates key events and phrases in rhymes and stories Is able to follow directions	Understands use of objects (e.g. what do we use to cut things?) Understands 'him', 'her', 'he', 'she', 'they' Understands questions / instructions in two parts Beginning to understand 'why' and 'how' questions	Uses sentences with 4 – 6 words Uses talk to connect ideas, explain what is happening, anticipate what might happen next and recall past experiences Asks 'what, where and why' questions Gives directions Uses a range of tenses	Understands turn taking as well as sharing with adults and peers Becomes engrossed in make believe play and role play Can start conversations Aware of others and able to show empathy Enjoys playing with peers Able to argue with adults or peers using words not just actions
Notes				
40-60+ months	Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. Listens to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions. Attends to what others say and responds appropriately, while engaged in another activity	Responds to instructions involving a two-part sequence Understands humour, e.g. nonsense rhymes, jokes Able to follow a story without pictures or props. Listens and responds to ideas expressed by others in conversation or discussion Follow instructions involving several ideas or actions Answer 'how' and 'why' questions about their experiences and in response to stories and events	Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Express themselves effectively, showing awareness of listeners' needs Uses past and present forms accurately when talking about events that have happened or are about to happen	Has confidence to speak to others about their own wants and interests Initiates conversation, attends to and takes account of what others say Expresses needs and feelings in appropriate ways Is able to work as part of a group, taking turns Uses language to imagine and recreate roles and experiences in play situations. Introduces a storyline or narrative into their play.
Notes				

Your child: is moving towards (emerging) the development expected for their age

 has skills at the level (expected) for their age

 has skills beyond the level (exceeding) normally expected for their age

Action(s):

Report provided by (name and position)