**Learning Improvement Service: Early Years**

**SPEECH AND LANGUAGE MONITORING TOOL**

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| --- | --- | --- | --- | --- |
| Date this information was written |  | Name of child |  | |
| Age of child (months) |  | Language spoken at home | |  |

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| 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 ***(by 12 months ⌦)*** | Initially uses cries to communicate  Gradually develops speech sounds (babbling) to communicate with adults: says sounds like “baba, nono, gogo”  ***(by 11 months ⌦)*** | Gazes at faces and copies facial movements, e.g. sticking out tongue  Increasingly aware of other people and taking turns in interactions using babble ***(by 12 months ⌦)*** |
| 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 ***(by 16 months ⌦)***  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 ***(by 18 months ⌦)*** |
| 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 ***(by 24 months ⌦)***  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 ***(by 36 months ⌦)***  Recognises and responds to familiar sounds e.g. knock on the door  Shows interest in play with sounds, songs and rhymes | 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  Identifies action words by pointing to the right picture, e.g., *"Who's jumping?"* ***(by 30 months ⌦)***  Understands a simple story | 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)  Talks briefly about what they are doing and things they have done  Adults can generally understand child  Remembers and joins in songs/rhymes | 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  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:

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| --- | --- |
| 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 |  |

Actions:

Report provided by (name and position):

EHL/LIS/SS

Action(s):

**Notes on monitoring early communication and language**

**Observation and best-fit judgements**

* **Judgements of a child’s stage of development are made through a process of ongoing observational assessment.**
* **Observation involves noticing what children do and say in a range of contexts, and includes information from the family about what children do and say at home.**
* **For children learning English as an additional language, it is important to find out from families about how children use language in their mother tongue and how they communicate at home.**
* **The assessment is a ‘best fit’ match to a stage band. This involves considering what is known about the child, and matching it to the development described in the bands. This should be considered separately for each strand of communication and language.**
* **Within each band, a judgement will be made in two levels – either ‘Emerging’ when a child shows some development at that level, or ‘Secure’ when most of the statements reflect the child’s current development.**
* **Development of speech sounds need not be assessed specifically, but it is useful to be aware of typical development which is described in the table to the right.**

**Checkpoints**

* **Alongside the ‘best fit’ judgement, certain ‘Checkpoint’ statements are included. Marked with a flag *⌦* and a specific age, these are particular statements which should be noted.**
* **Where a child has not reached a Checkpoint by the age indicated, this is not necessarily a sign of difficulty. The Checkpoint statements serve as an alert for close monitoring including discussion with the family, and perhaps further assessment or support.**

Report provided by (name and position)

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| --- | --- |
| **Guidance on typical development of speech sounds** | |
| **Stage** | **Speech sounds**  *(Developing speech and being understood applies to all languages. Order of acquiring specific sounds – here in English – may vary with other languages)* |
| **0-11**  **months** | Babbles using a range of sound combinations, with changes in pitch, rhythm and loudness.  Babbles with intonation and rhythm of home language (‘jargon’). |
| **8-20 months** | Speech consists of a combination of ‘jargon’ and some real words and may be difficult to understand. |
| **16-26 months** | Many immature speech patterns, so speech may not be clear.  May leave out last sounds or substitute sounds (e.g. *‘tap’* for *‘cap’*).  Uses most vowels, and *m,p,b,n,t,d,w,h* |
| **22-36 months** | Speech becoming clearer, and usually understood by others by 36 months although some immature speech patterns still evident.  May still substitute sounds or leave out last sound.  Emerging sounds including *k,g,f,s,z,l,y.* |
| **30-50 months** | Speech mostly can be understood by others even in connected speech.  Emerging use of *ng, sh, ch, j, v, th, r* – may be inconsistent.  Sound clusters emerging (e.g. *pl* in *play*, *sm* in *smile*) though some may be simplified (e.g. ‘*gween*’ for *‘green’*). |
| **40-60+ months** | Overall fully intelligible to others.  May be still developing *r* and *th*.  May simplify complex clusters (e.g. *skr, str*). |

**Making good progress**

* **The goal of monitoring children’s development is to plan and provide more accurate support for each child to make good progress.**
* **How well a setting helps children to make good progress can be determined by analysing the proportion of children who are at risk of delay, as expected, or ahead of expectations in each strand of language and communication. If children are making accelerated progress, the proportion of children at risk of delay should decrease over time.**
* **In considering whether a child is at risk of delay, as expected, or ahead in each strand of language and communication, it is necessary to consider the child’s actual age in months in relation to the overlapping age bands. If a child is within two months of the end of the age band and development is not yet within the band or is judged to be ‘Emerging’, then a judgement of ‘risk of delay’ would be appropriate.**