|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| **Stage and age** | **Attention and listening** | **Understanding of language** | **Speech Sounds And Talk** | **Social skills and use of language** |
|  **0-11 months** The Early Communicator | * Turns towards a familiar sound
* Startled by loud sounds
* Watches face when someone talks
 | * Recognises parent’s voice
* Understands frequently used words such as “all gone”, “no”,” bye-bye”
* Stops and looks when hears own

name  | * Communicates in a variety of ways - gurgling, crying, babbling
* Plays with speech sounds (bababa) **> 10**
 | * Reaches out and points
* Makes vocal sounds to get attention
* Tries to copy adult speech and lip movement
* Takes turns in conversations using babble
* Senses different emotions in carers voice and responds differently (quietening, laughing, smiling etc) **> 12**
 |
| **8-20 months**First Word User | * Locates source of voice with accuracy
* Pays attention to dominant stimulus
* Enjoys music and singing
* Concentrates intently on an object or activity of own choosing, for increasing periods of time. **> 20**
 | * Gives named objects to adult (book,apple,car)
* Understands simple instructions (“kiss Mummy”, “where’s your nose”, “stop”)
* Recognises and points to objects, or pictures in books if asked **> 18**
 | * Babbling in strings of connected but different sounds ba-ba-no-no-go-go
* Reaches out or points to objects while making speech sounds
* Uses around 10 single words although they may not be clear **> 20**
 | * Uses gestures such as waving and pointing with eye gaze to make requests and share interests
* Plays alone but likes to be near familiar adult
* Responds to words and interactive rhymes such as “clap hands”
* Uses simple pretend play e.g. feeding teddy **> 20**
 |
| **16-27 months**Combiner | * Responds to an adult talking and briefly shifts attention from something they are doing to the speaker
* Recognises and responds appropriately to many familiar sounds e.g. a knock on the door
 | * + Understands 200-500 **single** words
	+ Understands simple instructions, containing 2 key words without clues

 **> 24** | * Uses up to 50 words
* Begins to combine two or three simple words **> 36**
* Begins to ask simple questions (“where’s my drink?”)
* Can be understood by familiar adult **> 36**
 | * Pretend play developing with toys (feeding a doll or talking on telephone)
* Follow adult body language including pointing, gesture and facial expression
 |
| **22-36 months**Early sentence user | * Listens with interest to the noises adults make when they read stories
* Single channeled attention, can shift to a different task if attention is first gained by adult **> 36**

  | * Understands who, what, where questions (but not why)
* Identifies action words by pointing to the right picture e.g. “who’s jumping”
* Demonstrates understanding of the language linked to early concepts including ‘in/on/under’, ‘big/little’ **> 36**
 | * Uses a wide range of words including descriptive language, time, space and function/action
* Links 4-5 words together
* Able to use pronouns (me, him, she)
* Able to use prepositions (in on under)
* Starting to use word endings (‘ing’, ‘s’)
* Can be mostly understood by strangers

 **> 48** | * Can take several turns in a conversation but jumps from topic to topic
* Expresses emotion to adults and peers using words not just actions
* Has some favorite stories, songs and rhymes
* Uses language to share ideas and experiences
* Interested in others play and will join

 in **> 36**  |
| **30-50 months**Later sentence user | * Enjoys listening to stories
* Can shift attention between listening to others and doing own activity without adult prompt. Anticipates and joins in with familiar actions and phrases in rhymes and stories
 | * Understands use of objects (“what do we use to cut things?)
* Shows understanding of prepositions (behind, in front)
* Aware of time in terms of today, yesterday, tomorrow
 | * Uses talk to connect ideas and explain what is happening
* Asks lots of why questions
* Can retell a simple past event in correct order
* Using more complex sentences  **> 48**
 | * Understands turn-taking as well as sharing with adults and peers
* Initiates conversations
* Enjoys playing with peers
* Able to argue with adults or peers if they disagree – uses words not just actions
 |
| **40 -60 months**Skilled Communicator | * Sustains attentive listening, responding to what they have heard with comments, questions or actions
* Maintains attention, concentrates and sits quietly when appropriate
* Two channeled attention- can listen and do at the same time
 | * Able to follow a simple story without pictures
* Understands questions containing sequencing words (what did you do after tea?) **> 60**
* Understands and enjoys rhyme
* Laughs at simple jokes
* Understands adjectives (soft, hard etc)
* Demonstrates understanding of how and why questions by giving explanations

  **> 72** | * Easily understood by adults and peers
* Mostly uses well formed sentences
* Uses complex linking words appropriately, (‘and’, then’, because’ )
 | * Chooses own friends
* Generally co operative with playmates
* Able to plan construction and make believe play activities
* Takes longer turns in conversations
* Maintains theme/topic of conversation
* Uses language to organise sequence and clarify thinking
* Introduces a storyline to their play
 |

 **Early Speech and Language Development Chart Name Date of birth**

60

12

36

20

48

48

36

12

60

**Confidence**: Whole group ☺ 😐 ☹ Small group ☺ 😐 ☹ Key person/familiar group ☺ 😐 ☹ One to one ☺ 😐 ☹ One to one (unfamiliar) ☺ 😐 ☹ At home☺ 😐 ☹

With thanks to Claire Vuckovic, Shropshire LA