

Take

37 months

Early Communication and Language

Stage	Listening & Attention	Understanding (Receptive Language)	Speaking (Expressive Language)	Social Communication (Strands from PSED, Communication & Language)
0-11 months	Turns toward a familiar sound then locates range of sounds with accuracy. Listens to, distinguishes and responds to intonations and sounds of voices. Quieters or alerts to the sound of speech. Focusing attention – not under child's control, more stimuli takes whole attention. Concentrates intently on an object or activity of own choosing for short periods. Pays attention to dominant stimulus – easily distracted by noises or other people talking. Moves whole bodies to sounds they enjoy, such as music or a regular beat. Has a strong exploratory impulse.	Stops and looks when hears own name. Responds to the different things said when in a familiar context with a special person (eg. 'Where's Mummy?'). Where's your nose? Understanding of single words in context is developing (eg. 'cup', 'milk', 'daddy').	Gradually develops speech sounds (babbling) to communicate with adults, says sounds like 'baba', 'mama', 'papa'. Uses single words. Frequently imitates words and sounds. Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (eg. 'daddy', 'mama', 'bye-bye').	Games all faces and copies facial movements, eg. sticking out tongue. Concentrates intently on faces and enjoys interaction. Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. Likes being with a familiar adult and watching them.
8-20 months	Concentrates intently on an object or activity of own choosing for short periods. Pays attention to dominant stimulus – easily distracted by noises or other people talking. Moves whole bodies to sounds they enjoy, such as music or a regular beat. Has a strong exploratory impulse.	Responds to the different things said when in a familiar context with a special person (eg. 'Where's Mummy?'). Where's your nose? Understanding of single words in context is developing (eg. 'cup', 'milk', 'daddy').	Uses single words. Frequently imitates words and sounds. Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (eg. 'daddy', 'mama', 'bye-bye').	Developing the ability to follow an adult's body language, including pointing and gesture. Learns that their voice and actions have effects on others. Uses pointing with eye gaze to make requests and to share an interest.
16-26 months	Listens and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to join in with action or vocalizations. Rapid attention – may appear not to hear.	Selects familiar objects by name and will go and find objects when asked, or identify objects from a group. Identifies action words by pointing to the right picture, e.g. 'Who's jumping?'. Understands 'who', 'what', 'where' in simple questions (e.g. 'who's that?'). Where's that? Developing understanding of simple concepts (e.g. 'big/little').	Beginning to put two words together (e.g. 'want', 'daddy', 'more juice'). Uses different types of everyday words (nouns, verbs and adjectives, e.g. 'banana', 'go', 'sleep', 'hot'). Beginning to ask simple questions. Learns new words very rapidly and is able to use them in communicating. Uses action, sometimes with limited talk, that is largely concerned with 'here' and 'now' (e.g. 'reaches towards toy, saying 'I have it'). Uses a variety of questions (e.g. 'what', 'where', 'who'). Uses simple sentences (e.g. 'Mummy gonna work'). Beginning to use words endings (e.g. 'going', 'cats').	Gradually able to engage in 'pretend' play with toys (supports child to imagine another's point of view). Looks to others for responses which confirm, contradict or challenge their understanding. Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Enjoys being with and talking to adults and other children. Interested in others' play and will join in. Responds to the feelings of others.
22-36 months	Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. Listens with interest to the noises adults make when they read stories. Recalls and responds to many familiar sounds, e.g. 'knocking on the door', 'looking at or going to the door'.	Identifies action words by pointing to the right picture, e.g. 'Who's jumping?'. Understands 'who', 'what', 'where' in simple questions (e.g. 'who's that?'). Where's that? Developing understanding of simple concepts (e.g. 'big/little').	Beginning to put two words together (e.g. 'want', 'daddy', 'more juice'). Uses different types of everyday words (nouns, verbs and adjectives, e.g. 'banana', 'go', 'sleep', 'hot'). Beginning to ask simple questions. Learns new words very rapidly and is able to use them in communicating. Uses action, sometimes with limited talk, that is largely concerned with 'here' and 'now' (e.g. 'reaches towards toy, saying 'I have it'). Uses a variety of questions (e.g. 'what', 'where', 'who'). Uses simple sentences (e.g. 'Mummy gonna work'). Beginning to use words endings (e.g. 'going', 'cats').	Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic. Enjoys being with and talking to adults and other children. Interested in others' play and will join in. Responds to the feelings of others.
30-50 months	Listens to others in one to one or small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity).	Understands use of objects (e.g. 'What do we use to cut things?'). Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. Beginning to understand 'why' and 'how' questions.	Beginning to use more complex sentences to link thoughts (e.g. using 'and', 'because'). Can tell a simple past event in correct order (e.g. 'went down slide, hurt finger'). Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. Questions why things happen and gives explanations. Asks e.g. 'who', 'what', 'when', 'how'. Uses a range of tenses (e.g. 'play, playing, will play, played').	Beginning to accept the needs of others, with support. Can initiate conversations. Shows confidence in linking up with others for support and guidance. Talks freely about their home and community. Forms friendships with other children.
40-60+ months	Maintains attention, concentrates and sits quietly when appropriate. Integrated – can listen and do in a range of situations with range of people; varies according to the demands of the task. Two-channelled attention – can listen and do for a short span. Sustains attentive listening, responding to what they have heard with relevant comments, questions or actions.	Understands humour, e.g. nonsense rhymes, jokes. Able to follow a story without pictures or props. Understands instructions containing sequencing words; first ... after ... last and more abstract concepts – long, short, tall, hard, soft, rough. Demonstrates understanding of "how?" and "why?" questions by giving explanations.	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 language to imagine and recreate roles and experiences in play situations. Introduces a storyline or narrative into their play. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.	Has confidence to speak to others about their own wants, interests and opinions. Initiates conversation, attends to and takes account of what others say. Explains own knowledge and understanding and asks appropriate questions of others. Expresses needs/feelings in appropriate ways. Shows awareness of the listener when speaking. Works as part of a group or class, taking turns.

Every Child a Talker – Child Monitoring Tool actions

Name: Jake	Age in Months: 37	Attendance pattern: 3 days per week	Attends another early years setting? No
Date of observation: April 2015	ELLP: N/A	Key Person: A Childminder	
Identify if the child is 'at risk of delay', 'as expected' or 'ahead' for each area.			
Receptive Language (understanding): at risk of delay 22-36 mths	Expressive Language (talking): at risk of delay 22-36 mths	Listening & Attention: as expected	Social Communication: at risk of delay 22-36 mths
Listening & Attention Next steps: strategies to use		Receptive Language (understanding): Next steps: strategies to use <ul style="list-style-type: none"> • be face to face with Jake when communicating in play situations, meal times and using the story sack • keep language simple e.g. 'the red car', 'the duck has a drink' • use the visual timetable when explaining the day's events 	
Expressive Language (talking): Next steps: strategies to use <ul style="list-style-type: none"> • follow Jake's lead and interest in vehicles • reduce questions asked and comment on play - e.g. playing with cars, sharing the story sack 		Social Communication Next steps: strategies to use <ul style="list-style-type: none"> • use 'Listen and Learn' activities with 1 or 2 children each week • share story sack in small group, 1-1 and offer for use at home • offer eye contact - with story sack, play and routines 	
To be reviewed on: June 2015			

This link will give you general strategies and more specific activity ideas to support the area of language at risk of delay.

<http://www.leicspart.nhs.uk/sign-earlyinterventions>



Jake is 37 months old and has been with his child minder for 3 days a week for the last 2 years. He has 3 older siblings and lives with his mum.

Jake loves vehicles – cars, bikes and especially big lorries and trucks. At home he spends a lot of time with his car mat and collection of vehicles. His child minder has built on this interest in the setting.

Mum has recently shared that Jake is becoming more interested in books following a visit to the library.

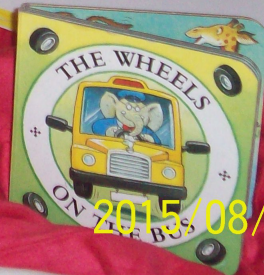
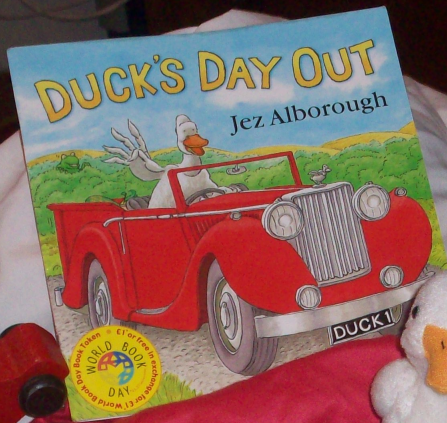
In terms of learning and development, Jake is at risk of delay in 3 areas of communication. His child monitoring tool indicates his level of development is at 22-36 months for receptive language, expressive language and social communication.

Early Years Pupil Premium funding has been accessed for Jake and he is entitled to £6.36 per week. Part of this funding has been spent on resources for a 'story bag' to support his communication skills based around his interests of vehicles. The child-minder uses the story bag on a 1-1 basis and also with his friend.

Please see his child monitoring tool and action plan together with the current story bag which Jake loves to share at home too.

Cost of resources for story bag:

Approximately between £10-20



2015/08/18