

Speech and Language Therapy

Early Years Resource Pack

Appendices

Appendices

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- Individual Child Monitoring Tool
- If you need particular guidance around an individual child or have a high level of children with SEND in your setting please access the [Early Years Graduated Response document](#) to support children from 0-5 years of age.
- Please also complete a [Request for Support form](#) and email it to your local Graduated Response Early Years (SEND) Team.
- **North East:** SectorNE@surreycc.gov.uk
- **North West:** SectorNW@surreycc.gov.uk
- **South East:** SectorSE@surreycc.gov.uk
- **South West:** SectorSW@surreycc.gov.uk
- To support the Graduated Response document, the [SEND Support Plan \(SSP\)](#) has been created. The SEND Support Plan amalgamates the One Page Profile, Individual Support Plan and SEND Support Arrangements.

General Resources for Supporting Speech,

Language and Communication Skills

Visit our website for further additional information and useful strategies:

www.childrenshealthsurrey.nhs.uk/categories/therapies

BBC – Tiny Happy People

A fun website focused on activities for families to develop language and communication; there are lots of videos and ideas for activities to be found here

www.bbc.co.uk/tiny-happy-people

ICAN / Talking Point

ICAN's website Talking Point has a list of ICAN resources suitable for Early Years including:

- The Babbling Babies/Toddler Talk/Chatting with Children box sets - they are broken down into activities for the different sections of the pyramid for different ages
- The Ready, Steady, Talk resource
- The Communication Cookbook
 - The Chatter Matters and Learning to Talk DVD's
- Talk Together leaflets
- Understanding Communication Development: Working with Under 5's book
- Making a difference: developing good practice in young children's communication
- Progress check: communication and language
- Top techniques to develop children's speech and language: A guide for early years practitioners - see attached

See link: www.talkingpoint.org.uk/resources-search

A lot of the above resources are also sold as a bundle on the ICAN website similar to the packs distributed as part of the Early Language Development Programme training:

The Talking Point website's also got a good section re. information and advice for early years practitioners including developmental norms:

<https://ican.org.uk/i-cans-talking-point/professionals/professionals-faqs/>

The Communication Trust

The Universally Speaking Ages and Stages booklet (for children under 5)

<https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/universally-speaking>

The recently published SLC progression tools designed to support practitioners identifying how children are progressing with their SLC at different ages:

<https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-age-3/>

The ICAN general top tips poster

<https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-parents/top-tips-leaflet>

The Hanen Centre

- *It Takes Two to Talk Guidebook and DVD* (specifically for parents of children with language delay)
- *You Make the Difference Guidebook and DVD* (focuses on the importance of the parent-child relationship in helping parents build the best possible foundations for their child's learning)
- *Learning Language and Loving It Guidebook and DVD* (comprehensive, easy-to-follow guide that helps educators create an enriched and inclusive environment that fosters the social, language and emergent literacy development of children from birth through nursery)
- *Teacher Talk Workbooks* (based on the *Learning Language and Loving It* guidebook, Hanen's Teacher Talk workbooks each address a critical aspect of promoting the language and literacy skills of children in early childhood settings)
- *More than Words Guidebook and DVD (Promoting the Communication Development of Children with Autism Spectrum Disorder and other Social Communication Challenges)*

All available from www.hanen.org or www.winslowresources.com

Elklan Resources

- Early Language Builders – Advice & Activities to Encourage Pre-School Children's Communication Skills
- Language Builders – Advice & Activities to Encourage Children's Communication Skills
- Language Builders for Complex Needs – Advice & Activities to Support Children with Severe and Complex Communication Needs
- Language Builders for Verbal ASD – Advice & Activities to Support Verbal Children with Autism Spectrum Disorder

All available from: www.elklan.co.uk

Suggested Activities linked to the Early Language Child Monitoring tool

1. Listening and Attention

Stage	Activities
0-11 months	<ul style="list-style-type: none"> • Talk, smile and pause. Tune into baby's attempts to communicate by smiling and responding to sounds they make. • Singing rhymes and songs with baby. • Playing peek-a-boo games. • Help babies tune into noises by labelling them e.g. when a dog barks, point to the dog and imitate.
8-20 months	<ul style="list-style-type: none"> • Hide a noisy toy behind the baby or under a light cloth, see if baby can find the toy. • Allow children to pour a variety of different objects between containers and label the noises the objects make. • Using farm animals, model the noise they make and ask the child "What makes this sound?" Child can have a turn at making the animal noises. This can be adapted by increasing or decreasing the amount of animals in the group.
16-26 months	<ul style="list-style-type: none"> • Use an instrument to encourage children to move around the room. When the noise stops the children stand still. Children can lead this activity too. • Jack-in-a-box – use a large box for the toddler to climb into. When they hear a certain noise they jump up. • While out on a walk focus attention on what sounds you can hear in the environment. • Ready, steady, go – ball rolling, car down ramp, knocking down a tower – wait for "go". • Use high attention toys for gaining attention, supporting making eye contact (see leaflet). • Encourage children to join in with the actions and words of familiar rhymes e.g. heads, shoulders, knees & toes.
22-36 months	<ul style="list-style-type: none"> • Use puppets, soft toys and pictures to explore familiar stories with children. Traditional tales with repetition work well. • Play barrier games – have one set of instruments behind a screen and give a corresponding set to children. They have to identify the instrument you are playing • Have a set of objects from the environment i.e. keys, packet of crisps, noisy toy. See if children can tune into the sound and identify what the object is. (Letters and Sounds Phase 1– Mrs Browning's Box) • Play a version of 'Simon says' – children to copy the action made by the adult – extend this by saying what the children must do. • Play a percussion instrument – children to move in time to the beat. Could extend this by using more complex beats or clips of music.

Suggested Activities linked to the Early Language Child Monitoring tool

Listening and Attention - continued

Stage	Activities
30-50 months	<ul style="list-style-type: none">• Hide a ticking clock in one of three boxes. The child needs to identify which box the clock is in by listening. Can be changed to hiding a noisy item in the room for children to find.• Shopping game - Have a selection of objects (e.g. shopping items) placed at a distance away from the child. Ask the child to go and get 1 object and bring it back. Repeat asking them to collect 2 objects, 3, 4 and so on.• Using instruments children have to listen to the speed and volume you are playing and copy e.g. fast / slow & loud / quiet.• Go on a listening walk – focus attention on what sounds you can hear in the environment. You could make a picture lotto game to take with you – matching the pictures as you go.• Decide on an action eg. Jump and explain that the child can only do this when you blink. This will maintain eye contact.
40-60 months	<ul style="list-style-type: none">• Mystery object – put an object into an envelope, box or bag and whisper the name of the item to the child next to you. The name of the item needs to be whispered around the group. When everyone has had a turn, open the envelope and see if they have named the object correctly.• Read a familiar story giving children a picture / toy of the character that they need to listen out for. When they hear the character mentioned they need to hold up their picture / toy. This can be extended by giving them an action to carry instead of holding a physical prop.• Follow the sound – adult to start by producing a body percussion sound e.g. clap a rhythm. Sound is passed around the circle until it reaches the adult again. Did the sound change? Faster / slower? Extend this by making the rhythm harder by including a wider range of body percussion movements e.g. stamping or tapping knees.• Rhyming bingo – find pictures of pairs of rhyming items i.e. frog / log and box / socks. Put one set of pictures in a bag, share out the others between the children playing. Draw one out from the bag children need to match the rhyming word

Published Resources for Working on Attention and Listening Skills

Letters and Sounds: Primary National Strategy

The Little Book of Listening by Jennifer Austin Leigh, Mark Brady (ISBN: 9780976889809)

Helping Young Children to Listen: Bayley, R. & Broadbent, L.
Laurence Educational Publications

Web: <http://www.lawrenceeducational.co.uk>

Teaching Children to Listen; Liz Spooner & Jacqui Woodcock

Suggested activities linked to the Early Language Child Monitoring Tool

2. Interaction and Play

Stage	Activities
0-11 months	<ul style="list-style-type: none"> • Copy baby's babble, make eye contact and wait for a reply and respond. • Copy baby's facial expressions • Make a simple movement for baby to copy. Talk about what you're doing "I'm waving" • Play Peekaboo games. Use a piece of thin material to cover baby's face.
8-20 months	<ul style="list-style-type: none"> • Play reciprocal games e.g. Round and Round the Garden; This little piggy went to market. Wait for the child to anticipate what will happen and respond. Encourage the child to say "more" or "again". • Hand a favourite toy/treat to a child in a transparent container that is tricky for them to open. Wait for them to give it back to you (gesture) so that you can open it for them. • Sing songs that have gestures in them. Eg "Say Hello", "If you're happy and you know it say hello, goodbye, nod your head etc. • Respond to a child's gaze if they seem to be requesting something without pointing or respond and name when a child points to something. • Support the child's play with teddies/dolls. Name the object they are holding and use short phrases e.g. "Teddy's drinking", "More drink Teddy?" If the child attempts to say a word, repeat it clearly so they hear good examples. Model how to look after teddy. • Encourage child to swop or exchange their toy with another child's toy.
16-26 months	<ul style="list-style-type: none"> • Support children's imaginary play with dolls/teddies. Encourage simple routines e.g. teddy is sad and needs a cuddle/baby is tired so put her to bed. Gradually extend the routine e.g. baby is tired, has milk then goes to bed. • Share a turn-taking activity e.g. roll a ball to each other, or send a car down a ramp, or build a tower of bricks and encourage child to place a brick on the tower, then adult takes a turn. Support by saying "your turn, my turn". Extend this to "whose turn now?" • Hide a favourite toy, say "where's teddy?" when they find it, say "Here's teddy" • Make a sound with an instrument or noise maker, stop and wait for the child to respond. Once child is looking, make the noise again. • Play "Who's hiding". The children close their eyes and one child hides under a blanket. The children need to name who it is under the blanket. Or, using photos of the children ask "who's this?"
22-36 months	<ul style="list-style-type: none"> • Use a "talking stick" (or other object) to support turn-taking skills. The stick (or other object) is held by the person talking and passed on to the next speaker when it's their turn. Praise the specific skills e.g. that was a good conversation about..." • Turn taking with one or two other children ensure that the children understand "wait" "your turn, my turn" and gradually introduce the idea that the child tells you whose turn it is next. • Use puppets to encourage turn taking in a conversation. Act out things for the puppet to do e.g. Eating dinner

Suggested activities linked to the Early Language Child Monitoring Tool

Interaction and Play - continued

Stage	Activities
30-50 months	<ul style="list-style-type: none">• Help the child to use social language to ask another child to play. Go to the child with an interesting toy and say “come and play”. Take the child by the hand and lead them to another child and say “come and play”. Take both children to a quiet area and play turn taking games.• Encourage child to act out scenarios and stories with small world toys or dressing up. Follow the child’s storyline and extend by bringing in different characters, but follow the child’s lead.• Use meal times to encourage social language. Ask a child to pass a plate of food around and model the language “Would you like some...? “What would you like to eat?”• In a small group, Use a song or rhyme bag/board ask children to choose what to sing. Make sure that each child has a turn.
40-60 months	<ul style="list-style-type: none">• Provide props and costumes linked to interests of the child. Read stories related to the interests and support the child to act out stories. Facilitate play by joining in and modelling appropriate language and story scripts. Listen and ask open-ended questions, recast and expand language used by the child,• Play “I went to the shops and bought...” with a small group of children. Each child has a turn to say what they bought whilst others listen carefully to them so they can listen and repeat each item.• Play copycats. You will need a mirror and you and the child take it in turns to make silly faces and copy each other.• Play “Talking Partners”. Ask the children to find a partner. Ask them to talk about a topic of their choosing e.g. favourite food, things they like doing, someone in their family, what they would like as a present.

Published Resources for Working on Play Skills

ICAN's website Talking Point has got a great list of ICAN resources suitable for Early Years and include some nice play activities:

- The Babbling Babies
- Toddler Talk
- Chatting with Children box sets

www.talkingpoint.org.uk/resources-search

The Hanen Centre resources – both include some nice play based activities

- It Takes Two to Talk Guidebook and DVD – for children with general language delay
- More Than Words Guidebook and DVD – for children with Autism Spectrum Disorder

Elklan Resource Books (both include play based activities) available from www.elklan.co.uk

- Early Language Builders
- Language Builders for Complex Needs

Other useful books:

Early Communication Skills – Charlotte Lynch & Julia Kidd (Speechmark Publishing)

Inclusive Practice in the Early Years - Speech and Language Difficulties – Dr Hannah Mortimer (Scholastic)

Published Resources for Supporting Interaction Skills

Resources for Supporting Social Stories

For further information on how to write a social story visit Carol Gray's website www.thegraycenter.org or www.nas.org.uk.

Websites for symbols and pictures to support implementation of visual strategies

www.do2learn.com

www.symbolworld.org/

www.enchangedlearning.com/Dictionary.html

www.pdictionary.com/

<http://trainland.tripod.com/pecs.htm>

www.usevisualstrategies.com/pixtl.htm

Early Support Information booklets on Autistic Spectrum Disorders/ SLCN which can be downloaded at:-

<https://councilfordisabledchildren.org.uk/help-resources/resources/early-support-information-autistic-spectrum-disorders>

<https://councilfordisabledchildren.org.uk/help-resources/resources/early-support-information-speech-language-and-communication-needs>

Misunderstood

Misunderstood explains what speech, language and communication needs are and includes advice and guidance on how to support communication development. It includes information for parents to give them guidance on what to do if they suspect their child may have a communication difficulty.

https://www.thecommunicationtrust.org.uk/media/3670/misunderstood_edition_2_final.pdf

The Hanen Centre:

- More Than Words Guidebook and DVD
- Talkability Guidebook
- Make Play R.O.C.K Booklet Series

All available from www.hanen.org or www.winslowresources.com

Elklan Resources: available from www.elklan.co.uk

- Language Builders for Complex Needs (useful information on using visual support)
- Language Builders for Verbal ASD

Suggested activities linked to the Early Language Child Monitoring Tool

3. Early Communication and Understanding (Receptive language)

Stage	Activities
0-11 months	<ul style="list-style-type: none"> • Activities to explore in a joint context – naming objects – e.g. use a treasure basket and name objects as child picks them up • Use books/pictures to point out objects/ people, family photo books
8-20 months	<ul style="list-style-type: none"> • Group objects together, explore and name – put out a collection of objects e.g. vehicles, name as the child picks them up – ask ‘where’s the car?’ • Finding familiar objects when requested – for example, use a teddy and hide it so that the child can see you doing it – then ask “Where’s teddy?” • Use symbolic noises, for example, farm set naming animals and making the animal sounds: car/train set making sounds of car and train (brmm, brmm, beep beep, choo choo) • Look in the mirror together and point out different parts of the child’s body and name them. Then point to the same parts of your body e.g. ‘There’s x’s nose and there’s my nose’.
16-26 months	<ul style="list-style-type: none"> • Understands information carrying words (ICWs)– put objects on a tray and name ask the child to find e.g. a car and a brick or have a tray of cars and a box and a basket e.g. ask child to put a red car in the box (verbal label at the end of phrase and emphasised e.g. ‘where’s the <u>car</u>’) • Understanding 2 ICWS. The idea is for the child to be able to hold on to and process 2 important bits of information in an instruction (make sure the child knows the vocabulary of the objects and pictures that you are using and avoid giving non-verbal clues to the child e.g. eye gazing at the correct object or picture). Cooking- selection of foods, a pan and a bowl ‘put the <u>potato</u> in the <u>pan</u>’. Tea party- dolly and teddy sitting either side of table and some food items or pictures ‘give <u>dolly</u> an <u>apple</u>’ ‘give <u>teddy</u> some <u>cake</u>’ • Put a few items into an opaque bag and say ‘I’m going to find <i>my</i> cup’. Put your hand into the bag, draw out the cup and exclaim with great surprise ‘Look, a cup’. Hand the bag to the child and ask him to find a named item. If child finds it too difficult go through all the items in the bag, naming them as you pull them out. When finished, put them back and try again. Start with 2 or 3 objects and gradually increase. • Understands action words (verbs) - play here we go round the Mulberry Bush or Simon says or use puppets/ toys. Use real life experience as much as possible e.g. describe actions when he is completing them e.g. ‘pushing’, ‘drinking’, ‘drawing’, ‘cutting’ • Reinforce action word vocabulary as it arises on a daily basis, commenting on the actions you are carrying out e.g. ‘<u>pouring</u> the milk’ or ‘<u>cutting</u> the sandwich’ so that the child becomes more aware of the different words we can use to describe what we are doing. • Is able to respond to simple requests given as short sentences – child can point to body parts when requested e.g. Where’s your ear? • Concepts – position – read Where’s Spot – use a soft toy and ask the child to put it in/on/under e.g. in a box • Offer choices in play or snack times, drawing the child’s attention to each item, naming it clearly and holding them up ‘do you want apple’ show apple, or ‘do you want orange’ show orange. Let the child experience hearing the food names in different situation too, e.g. cooking, shopping.

Suggested activities linked to the Early Language Child Monitoring Tool

Understanding (Receptive language) - continued

Stage	Activities
22-36 months	<ul style="list-style-type: none"> • Concepts – big/little – Read The 3 bears and using props ask the child to lay the table with a big bowl and spoon and a little bowl and spoon etc • Using different sized balls ask the child to throw a <u>big</u> ball to a named person or into a box • Make up funny faces using, for example pieces of coloured felt for the nose, eyes, mouth etc give the child directions to make a face e.g. '<u>big</u> nose' '<u>small</u> mouth' • Put out big and little hoops and ask the child to stand in a <u>big</u> hoop or a <u>little</u> hoop (use whichever word you are most comfortable with, but make sure the child is familiar with other words that mean the same thing e.g. small, tiny, little etc • Understands questions • Who, what, where – Who? – pass teddy round the circle and ask who's holding teddy? • What/where – use books with clear illustrations and ask questions about the pictures' • Understands 3 information carrying words (ICWs). Have a selection of objects and ask the child to select three or have teddy, doll ,chair, table e.g. ask child to put teddy under the table Animals- have several animals and several pictures of food 'give the <u>elephant</u> a <u>banana</u> and a <u>carrot</u>'. Naughty dog-'make the <u>dog</u> <u>jump</u> on the <u>bed</u>' • Follows simple instructions – play the tidy up game - request Find the blue car – put it in the red box or set up an obstacle course and give instructions e.g. jump over two boxes or walk between the slide and the bucket
30-50 months	<ul style="list-style-type: none"> • Understanding use of objects e.g. "what do we use to cut paper?" Have a selection of objects – ask child "what do we use to clean our teeth?" • Children usually find it easier to learn concepts such as under, on, in, behind by actually trying out the positions for themselves. Set up an obstacle course with different resources e.g. tunnel, balancing beams, table. Then give instructions e.g. 'go through the tunnel' 'go under the table'- see if the child can then tell you where they are • Concepts under, on top, behind – Use the doll's house furniture and a small doll or animal and ask the child to put it in different places e.g. put the doll behind the wardrobe, Use a toy mouse- have a story about him hiding from the cat- talk about where he hides • Beginning to understand why and how questions – build towers of bricks and when they fall ask "why did the tower fall down?" Plan activities that are open ended e.g. building a bridge and ask e.g. "how can we make the bridge longer?" Model language for thinking.
40-60 months	<ul style="list-style-type: none"> • Understands instructions containing sequencing words – first/after/last • Ask children to respond to 3 section instructions during routines e.g. First go to the toilet, next wash your hands, and then get your coat • Demonstrates understanding of 'how' and 'why' questions by giving explanation. Use a story without a clear outcome e.g. The Bear under the stairs and ask "why do you think William thought there was a bear under the stairs?" • Abstract concepts tall/long/short/hard/soft /rough – use a feely bag and ask the children to find an object e.g. which is rough • Nonsense rhymes/jokes – read nonsense rhymes and assess whether the child understands the humour

Published Resources for Working on Receptive Language Skills

Early Language builders; Elklan. www.elklan.co.uk

Speech and Language Difficulties: Scholastic www.scholastic.co.uk

The Little Book of Language Fun: www.acblack.com

Early Communication Skills – Charlotte Lynch and Julia Kidd (Speechmark)

Talking Activities linked to the Early Language Child Monitoring Tool

4. Talking (Expressive Language)

Stage	Activities
0-11 months	<ul style="list-style-type: none"> • Provide a variety of stimuli to encourage and excite. (e.g. rattle or toys that light up and make noises). Respond to and imitate the sounds babies make • Sing rhymes and songs to babies as you go about their daily routines. • Talk about what you are seeing and doing. • Name the sounds a child is making, matching these with potential emotions e.g. "You're crying, are you tired?"
8-20 months	<ul style="list-style-type: none"> • Use a range of familiar toys to encourage simple sounds e.g. 'brrrr' for the noise a car makes • Interpret child's attempts to form sounds and single words and model back • Respond to finger pointing /gestures by getting the object and naming it. • Sensory activities that stimulate a verbal response or noise. E.g. water play activity; "splash splash, drip drip". • Use a Treasure Basket to introduce the names of new objects. • Use lift the flap books to emphasise key language
16-26 months	<ul style="list-style-type: none"> • Use routines to name objects (nouns) e.g. use manes of clothes whilst getting dressed or name body parts as you get dressed. • Give choices throughout the day e.g. Apple or Peat, pink T shirt or Blue T shirt, train or cars? • Ask Simple questions, Can you find me the? • Tell me where teddy is? Is this a dog (as you show them a cat !!) • Begin to introduce verbs and adjectives to expand on what the child says e.g. they say "car" you say "yes it's a blue car", "mummy's dancing" etc. Make trumpets (paper cones) to distinguish voice sounds e.g. siren, nee naw (see letters and Sounds, phase 1). • Nursery Rhymes, songs and stories with repetitive refrains e.g. Dear Zoo. Oh dear, No eggs here. • Use Family books to promote discussion about familiar people in their lives. • Use post-box to choose a picture, name it and post it.
22-36 months	<ul style="list-style-type: none"> • Show a variety of cards of familiar people carrying out different actions. E.g. Billy running, Sophie reading. Ask what is happening and post in the box. • Use displays/photos of familiar events and activities to stimulate children's talk. • Give children the words they need to link their actions to their emotions e.g. "you're smiling, are you feeling happy playing in the sand?"
30-50 months	<ul style="list-style-type: none"> • Provide exciting opportunities and stimuli to expand vocabulary and talk e.g. chatterboxes, collections of items, interactive displays. • Promote the building of new words and vocabulary through role play by providing adult support to model and expand what they say. • Introduce more complex sentences by modelling and retelling of past events and experiences. • Encourage children to ask questions about why things happen or how things work. Using specific tools and equipment (bee bot, programmable toys, magnifying glasses etc) • What's in the bag? (Feely bag activity.) • Silly soup (letters and sounds, phase 1) • Promote nonsense rhymes/ change endings to familiar rhymes etc. • Use sequencing cards to retell what happens in everyday routines.

Talking Activities linked to the Early Language Child Monitoring Tool

Talking (Expressive Language) - continued

Stage	Activities
40-60 months	<ul style="list-style-type: none">• Adults joining children in their play to model correct use of tenses. E.g. dig digging, dug.• I spy games- using descriptive language e.g. I spy something that is long and blue• Retell favourite stories by acting out characters e.g. the Troll in 3 Billy goats gruff and using family story book language.• Make up a story using story props, small world, puppets and role play.• Set up collaborative task that will encourage conversations with others, turn taking e.g. Make a bridge for the troll to hide under, using construction materials.• Play rhyming lotto

Published Resources for Working on Early Language Skills

- The Little Book of Language Fun
- The Hanen Program : Learning Language & Loving it: A Guide to Promoting Children's Social, Language, & Literacy Development in Early Childhood Settings
- Early Communication Skills (Early Skills) by Charlotte Lynch and Julia Kidd
- Inclusion Development Programme; Supporting children with Speech, Language and Communication Needs: Guidance for Practitioners in the Early Years Foundation Stage
- Inclusive Practice in the Early Years – Speech and Language Difficulties – Dr Hannah Mortimer (Scholastic)

Elklan Resources

- Early Language Builders: Advice & Activities to Encourage Pre-School Children's Communication Skills
- Language Builders: Advice & Activities to Encourage Children's Communication Skills

Supporting Early Communication and Language linked to the Letters and Sounds Programme

5. Speech

Stage	Activities
0-11 months	<ul style="list-style-type: none"> • Copying babies vocalisations repeating sounds back to them.
8-20months	<ul style="list-style-type: none"> • Responding to gestures / eye gaze by naming items for child to hear. • Use symbolic noises, for example, farm set naming animals and making the animal sounds: car/train set making sounds of car and train (brmm, brmm, beep beep, choo choo). • Naming items; repeating back words / copying child's vocalisations. • Use noisy toys to focus / develop early listening skills which are important for later speech sound development.
16-26 months	<ul style="list-style-type: none"> • Providing accurate models of how words should be said for child to listen to. • Encourage child to look at you as you name the different objects. • If a child is using single words only model back two words together. • Explore sound makers / musical instruments. • Hide different sound makers can child identify the items that made a specific sound?
22-36months	<ul style="list-style-type: none"> • Model back words you hear the child make. • Perhaps target listening skills e.g. matching sound makers, matching animal sounds to toy animals, matching transport sounds to toys. • Can typically make the following sounds by two and a half: p b t d m n w • A child may make the last sound in a word the same as the first e.g. cat is produced as 'tat' / 'cak' and dog is produced as 'dod' / 'gog'
30-50 months	<ul style="list-style-type: none"> • Play games with speech sounds • Pull faces in the mirror; attempt different consonants / vowel sounds on their own. • Provide accurate models of how words should be said for the child to listen to. • Can typically make the following sounds by three and a half : p b t d m n w and sometimes f v s z sh h k g • A child may still omit some sounds when there are two together e.g. spoon is produced as 'boon' / 'soon' and stick is produced 'tick' or 'sick' • They may also have some difficulties with 'k' and 'f' sounds e.g. 'car' is produced 'tar' and 'fish' is produced 'bish'.
40-60 months	<ul style="list-style-type: none"> • Listening activities - sorting objects by initial (first sound) e.g. soap, sock starting with an 's' sound. • Play games e.g. marching to the beat of a drum, copying the beats on a drum or copying a rhythm by clapping along to it with the child. • Can produce most sounds correctly. May have difficulty with longer words and with the following sounds: r l ch j sh th

Early Language Child Monitoring Tool

Name:

DOB:

Put age in months below

Date:
Age:

Date:
Age:

Date:
Age:

Date:
Age:

Date:
Age:

Date:
Age:

Stage	Listening & Attention	Understanding (Receptive Language)	Talking (Expressive Language)	Social Communication
0 - 11 months	<p>Turns toward a familiar sound then locates range of sounds with accuracy.</p> <p>Listens to, distinguishes and responds to intonations and sounds of voices.</p> <p>Quietens or alerts to the sound of speech.</p> <p>Fleeting Attention – not under child's control, new stimuli takes whole attention.</p>	<p>Stops and looks when hears own name. <i>(by 12 months ☒)</i></p> <p>Starts to understand contextual clues, e.g. familiar gestures, words and sounds.</p>	<p>Gradually develops speech sounds (babbling) to communicate to adults; says sounds like 'baba, nono, gogo'. <i>(by 11 months ☒)</i></p> <p>Communicates needs and feelings in a variety of ways including crying, gurgling, babbling and squealing</p> <p>Lifts arms in anticipation of being picked up.</p>	<p>Gazes at faces and copies facial movements, e.g. sticking out tongue.</p> <p>Concentrates intently on faces and enjoys interaction.</p> <p>Uses voice, gesture, eye contact and facial expression to make contact with people and keep their attention. <i>(by 12 months ☒)</i></p>
8 - 20 months	<p>Concentrates intently on an object or activity of own choosing for short periods.</p> <p>Pays attention to dominant stimulus – easily distracted by noises or other people talking.</p> <p>Moves whole bodies to sounds they enjoy, such as music or a regular beat.</p> <p>Has a strong exploratory impulse.</p>	<p>Developing the ability to follow others' body language, including pointing and gesture.</p> <p>Responds to the different things said when in a familiar context with a special person (e.g. 'Where's Mummy?', 'Where's your nose?').</p> <p>Understanding of single words in context is developing, e.g. 'cup', 'milk', 'daddy'</p>	<p>Uses single words. <i>(by 16 months ☒)</i></p> <p>Frequently imitates words and sounds.</p> <p>Enjoys babbling and increasingly experiments with using sounds and words to represent objects.</p>	<p>Likes being with familiar adult and watching them. Developing the ability to follow an adult's body language, including pointing and gesture.</p> <p>Learns that their voice and actions have effects on others.</p> <p>Uses pointing with eye gaze to make requests, and to share an interest. <i>(by 18 months ☒)</i></p>
16 - 26 months	<p>Listens to and enjoys rhythmic patterns in rhymes and stories.</p> <p>Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations.</p> <p>Rigid attention – may appear not to hear.</p>	<p>Selects familiar objects by name and will go and find objects when asked, or identify objects from a group.</p> <p>Understands simple sentences (e.g. 'Throw the ball.')</p>	<p>Beginning to put two words together (e.g. 'want ball', 'more juice') <i>(by 24 months ☒)</i></p> <p>Uses different types of everyday words (verbs and adjectives, e.g. go, sleep, hot, big).</p> <p>Beginning to ask simple questions.</p>	<p>Gradually able to engage in 'pretend' play with toys (supports child to imagine another's point of view).</p> <p>Looks to others for responses which confirm, contribute to, or challenge their understanding.</p>
22 -36 months	<p>Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. <i>(by 36 months ☒)</i></p> <p>Listens with interest to the noises adults make when they read stories.</p> <p>Recognises and responds to many familiar sounds e.g. turning to a knock on the door, looking at or going to the door.</p>	<p>Identifies action words by pointing to the right picture, e.g., "Who's jumping?" <i>(by 30 months ☒)</i></p> <p>Understands 'who', 'what', 'where' in simple questions (e.g. Who's that/can? What's that? Where is.?).</p> <p>Developing understanding of simple concepts (e.g. big/little)</p>	<p>Learns new words very rapidly and is able to use them in communicating.</p> <p>Uses action, sometimes with limited talk, that is largely concerned with the 'here and now' (e.g. reaches toward toy, saying 'I have it').</p> <p>Uses a variety of questions (e.g. what, when, who).</p> <p>Uses simple sentences (e.g. 'Mummy gonna work.')</p> <p>Beginning to use word endings (e.g. go<u>ing</u>, cat<u>s</u>)</p>	<p>Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</p> <p>Holds a conversation, jumping from topic to topic.</p> <p>Enjoys being with and talking to adults and other children.</p> <p>Interested in others' play and will join in.</p> <p>Responds to the feelings of others.</p>
30 - 50 months	<p>Listens to others in one to one or small groups, when conversation interests them.</p> <p>Listens to stories with increasing attention and recall.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Focusing attention – still listen or do, but can shift own attention.</p> <p>Is able to follow directions (if not intently focused on own choice of activity).</p>	<p>Understands use of objects (e.g. "What do we use to cut things?")</p> <p>Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</p> <p>Beginning to understand 'why' and 'how' questions.</p>	<p>Beginning to use more complex sentences (e.g. using <i>and</i>, <i>because</i>).</p> <p>Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).</p> <p>Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>Questions why things happen and gives explanations. Asks <i>who, what, when</i>.</p> <p>Uses a range of tenses (e.g. <i>play, playing, will play, played</i>)</p>	<p>Beginning to accept the needs of others, with support.</p> <p>Can initiate conversations.</p> <p>Shows confidence in linking up with others for support and guidance.</p> <p>Talks freely about their home and community.</p> <p>Forms friendships with other children.</p>

40 - 60 months	<p>Sustains attentive listening, responding to what they have heard with relevant comments, questions or actions.</p> <p>Maintains attention, concentrates and sits quietly when appropriate.</p> <p>Two-channelled attention – can listen and do for short span.</p> <p>Integrated attention – can listen and do in range of situations with range of people; varies according to the demands of the task.</p>	<p>Understands humour, e.g. nonsense rhymes, jokes.</p> <p>Demonstrates understanding of “how?” and “why?” questions by giving explanations.</p> <p>Able to follow a story without pictures or props.</p> <p>Understands instructions containing sequencing words; first...after...last, and more abstract concepts – long, short, tall, hard soft, rough.</p>	<p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Links statements and sticks to a main theme or intention.</p> <p>Uses language to imagine and recreate roles and experiences in play situations.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Introduces a storyline or narrative into their play.</p>	<p>Has confidence to speak to others about their own wants, interests and opinions.</p> <p>Initiates conversation, attends to and takes account of what others say.</p> <p>Explains own knowledge and understanding, and asks appropriate questions of others.</p> <p>Shows awareness of the listener when speaking.</p> <p>Expresses needs / feelings in appropriate ways.</p> <p>Forms good relationships with adults and peers.</p> <p>Works as part of a group or class, taking turns</p>
50 - 72 months	<p>Listens and changes focus of their attention independently and is starting to ignore unimportant information.</p> <p>Listens and follows more complex instructions e.g. “finish your picture, then choose a story, and then sit on the carpet”.</p> <p>Listens and maintains attention in a group situation for an increasing length of time when directed.</p>	<p>Understands and predicts what is happening in a story.</p> <p>Understands that the same two words can mean two different things eg ‘see’ and ‘sea’.</p> <p>Understands more abstract concepts like feelings and descriptive words such as: ‘carefully’, ‘slowly’, or ‘clever’ and uses them appropriately.</p> <p>Understands and answers more complex questions about the past and future such as “what did you do yesterday?”</p>	<p>Uses language to persuade and negotiate or question.</p> <p>Uses language to predict and draw conclusions</p> <p>Can guess the word from clues or give others clues using shape, size and function.</p>	<p>Uses and experiments with different language such of current peer language.</p> <p>Beginning to be aware of what the listener already knows and checks e.g. “you know where I live , right? Well in the big house by the shop....”</p> <p>Realises that people can experience different emotions to the same event.</p>

Supporting children with English as an Additional Language (EAL)

EAL is not a developmental delay – it is important that you assess the child’s development in English, using this tool.

It may be useful to ask the parents to complete a second copy of this tool relating to the child’s development in their home language. You can request, through your Early Years Sector Improvement Advisor, an assessment completed in their home language.

Notes on monitoring early communication and language
<p>Judgements of a child’s stage of development are made through a process of ongoing observational assessment in a range of contexts, and include information from the family.</p>
<p>The assessment is a ‘best fit’ match to a stage band.</p>
<p>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.</p>
<p>Alongside the ‘best fit’ judgement, certain ‘Checkpoint’ statements are included. Marked with a flag  and a specific age, these are screening 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 but should serve as an alert for close monitoring and perhaps further assessment.</p>
<p>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.</p>
<p>Guidance on typical development of speech sounds is described in the table to the right.</p>

Stage	Speech sounds
	<i>(Developing speech and being understood applies to all languages. Order of acquiring specific sounds – here in English – may vary with other languages)</i>
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 <i>m,p,b,n,t,d,w,h</i>
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 <i>k,g,f,s,z,l,y</i> .
30-50 months	Speech mostly can be understood by others even in connected speech. Emerging use of <i>ng, sh, ch, j, v, th, r</i> – may be inconsistent. Sound clusters emerging (e.g. <i>pl</i> in <i>play</i> , <i>sm</i> in <i>smile</i>) though some may be simplified (e.g. ‘gween’ for ‘green’).
40-60+ months	Overall fully intelligible to others. May be still developing <i>r</i> and <i>th</i> . May simplify complex clusters (e.g. <i>skr, str</i>).