ESCC Early Years Speech, Language and Communication Monitoring Tool (V3) for ……………………………………………………………………………...dob………………..

Stage	Listening and Attention	Understanding (Receptive Language)	Talking (Expressive Language)	Social Communication
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. Quietens or alerts to the sound of speech. Fleeting Attention – not under child's control, new stimuli takes whole attention.	Stops and looks when hears own name. *(by 12 months ☒)*	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, 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. *(by 12 months ☒)*
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 (e.g. *'Where's Mummy?', 'Where's your nose?'*). Understanding of single words in context is developing, e.g. *'cup', 'milk', 'daddy'*	Uses single words. *(by 16 months ☒)* Frequently imitates words and sounds. Enjoys babbling and increasingly experiments with using sounds and words to communicate for a range of purposes (e.g. *teddy, more, no, bye-bye*)	Likes being with familiar adult and watching them. 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. *(by 18 months ☒)*
16-26 months	Listens to and enjoys rhythmic patterns in rhymes and stories. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. Rigid 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.	Beginning to put two words together (e.g. *'want ball', 'more juice'*) *(by 24 months ☒)* Uses different types of everyday words (nouns, verbs and adjectives, e.g. *banana, go, sleep, hot*) Beginning to ask simple questions.	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, contribute to, or challenge their understanding.
22-36 months	Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus. *(by 36 months ☒)* Listens with interest to the noises adults make when they read stories. Recognises and responds to many familiar sounds e.g. turning to a knock on the door, looking at or going to the door.	Identifies action words by pointing to the right picture, e.g., *"Who's jumping?" (by 30 months ☒)* Understands 'who', 'what', 'where' in simple questions (e.g. *Who's that/can? What's that? Where is.?*). Developing understanding of simple concepts (e.g. *big/little*)	Learns new words very rapidly and is able to use them in communicating. Uses action, sometimes with limited talk, that is largely concerned with the 'here and now' (e.g. reaches toward 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 word 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 retell 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	Sustains attentive listening, responding to what they have heard with relevant comments, questions or actions. Maintains attention, concentrates and sits quietly when appropriate. Two-channelled attention – can listen and do for short span. Integrated attention – can listen and do in range of situations with range of people; varies according to the demands of the task.	Understands humour, e.g. nonsense rhymes, jokes. Demonstrates understanding of "how?" and "why?" questions by giving explanations. 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.	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. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play.	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. Shows awareness of the listener when speaking. Expresses needs / feelings in appropriate ways. Forms good relationships with adults and peers. Works as part of a group or class, taking turns

Use the grid below to record the date of assessment as well as level **e** or **s**(emerging/secure). You should use a colour code at each assessment point to highlight the descriptors

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.

Recording progress

- Please use the grid at the bottom of the page1 to indicate the date of assessment as well as level (emerging/secure). You should use a different colour to highlight the descriptor at each assessment point

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.**